

92

# A COURSE OF STUDY IN SOCIAL SCIENCE

CHICAGO PUBLIC SCHOOLS  
BULLETIN SS—123  
PRIMARY GRADES

CHICAGO NORMAL COLLEGE  
DEPARTMENT OF HISTORY AND CIVICS



WILLIAM J. BOGAN  
Superintendent of Schools

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Chi-1932

ADOPTED FEBRUARY 27, 1929  
BOARD OF EDUCATION  
CHICAGO

CHICAGO STATE UNIVERSITY



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Chicago Public Schools.  
A course of study in social  
science

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## ACKNOWLEDGMENTS

In 1929 the Bureau of Curriculum issued an outline course in Social Science, using some material prepared by a committee in 1926.

In 1929 a new committee for Social Science in the Primary Grades was appointed. The membership of this committee may be found on page iii of this course of study.

The following teachers of Grades One, Two, and Three of the Chicago Public Schools, acted as a sub-committee and assisted with suggestions and with the preparation of materials:

|                          |                          |
|--------------------------|--------------------------|
| GRACE B. HALE.....       | <i>Ebinger School</i>    |
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Special appreciation is extended to Miss Grace B. Hale of the Ebinger School who lent assistance in the preparation and arrangement of materials.

The membership of the committee of 1926 under the general supervision of Miss Margaret Madden, District Superintendent of Schools, was as follows:

|                          |                                                                                             |
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The Committee for the Social Science Course of Study for the Primary Grades wishes to thank the following persons who offered suggestions for putting this material into its present form:

Mr. Daniel J. Beeby, District Superintendent, Chicago Public Schools; Miss Ellen M. Olson, Department of Kindergarten, Chicago Normal College; Miss Grace E. Storm, Instructor in Kindergarten-Primary Education, The University of Chicago; Miss Adah Whitcomb and assistants, Chicago Public Library.

## PREFACE

The course herewith presented is the result of a study of the educational needs of the children of Chicago by committees chosen for experience, skill, and scholarship.

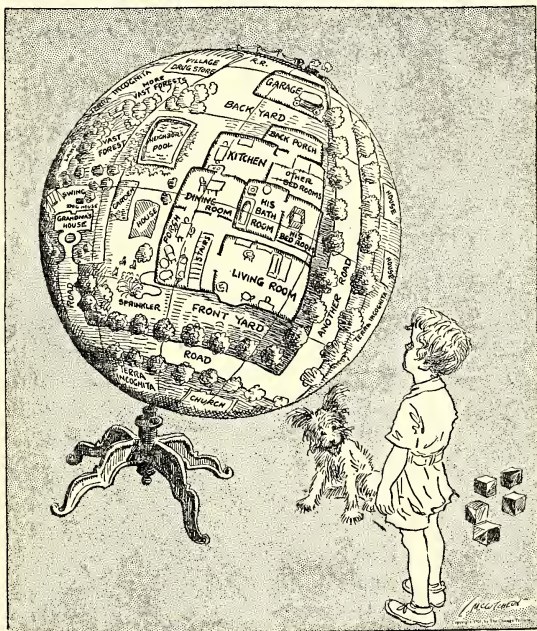
Curriculum construction is a process of slow evolution, a process which may be hastened, however, by the skill of curriculum specialists. To provide the aid of specialists the Bureau of Curriculum was established. Its principal duties are:

1. To secure from teachers the latest and best ideas in teaching.
2. To formulate, with the aid of teachers, the courses, material, and procedures for making effective these ideas.
3. To give demonstrations and advice regarding methods of instruction, educational materials, and research data to keep the schools in the van of progress.

This curriculum should be considered, therefore, as the beginning of a series of educational experiments to be carried on faithfully and efficiently. In this manner only can the value of the courses be determined. It is believed that the essentials of the various courses have been so well adapted to the grades that every normal pupil under normal conditions may complete these requirements within the limits set by the time schedule. Principals and teachers will devise ways of enriching the curriculum as the needs of the particular groups become manifest. Teachers, principals, district superintendents, and all other interested persons are requested to make suggestions for the improvement of the curriculum. The co-operation of these workers in the field will solve many of the problems which now engage the students of education.

WILLIAM J. BOGAN,  
Superintendent of Schools.

## HIS IDEA OF THE WORLD



By courtesy of Mr. John T. McCutcheon.



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The objective of Character Education is the discovery or creation of a way of living which conserves and produces as many values as possible for as many persons as possible over as long a time as possible.

Adapted from  
The Department of Superintendence  
Tenth Yearbook: Character Education.

## INTRODUCTION

### PURPOSE

Social Science in the primary grades is concerned in development of social living. Social Science aims to help children to clarify ideas and to awaken interests in every day life activities in order that they may interpret the world about them and lay the foundations for deeper understanding of social life. The material is based on the needs, capabilities, experiences, and interests of children. Opportunities for spontaneous expression, extension of experiences, appreciation of ideals, desirable habits and attitudes are means by which development in social living may be accomplished.

To approach a course of study in Social Science in the proper frame of mind, we must realize that the conception of the way children learn has changed. No longer do we regard their minds as receptacles for knowledge, but rather believe that their mental processes function best while the children are actively living and growing through experiences and activities.

This course of study in Social Science aims to furnish those experiences in life situations. It deals with the more permanent values of life. It aims to develop wholesome attitudes and to form right habits of conduct. It aims to acquaint children with modern social institutions. It attempts to show children their relationships to social living.

### ORGANIZATION

The Course of Study for each grade contains units which are common to most school situations. Additional units are suggested, any of which may be taken for study if time permits.

The first and second grades deal with the present. The third grade emphasizes living and citizenship in a wider sense and in a larger community.

The Course of Study centers about large and meaningful units, which either are, or can be, actually experienced by the children. These units have been chosen with the view of affording rich and meaningful activities to bring about understandings

and improvements in thought, feeling, and conduct. The course not only attempts to provide a rich fund of suggested activities but also to show relationships between those experiences and life.

Each unit contains the following: Teaching Objectives; Suggested Approaches; Suggested Activities; Desirable Attainments and Suggested Materials for Pupils and Teacher. Suggested Activities and Desirable Attainments are the important parts of the course for each grade. Suggested Approaches, and Suggested Materials are supplementary. Care must be taken to keep parts in their proper relationships.

A rich fund of suggestions for pupil activities is given to provide for individual differences in children. The teacher is advised to keep individual differences constantly in mind in providing for child experiences.

The teacher may use her judgment in choosing approaches, activities, and materials so that she may lead her class to desirable attainments. Only those which contribute to this end need be used. The teacher may supplement the suggested materials from time to time with magazine contributions and new books.

It is hoped that the lists of Desirable Attainments will serve their purpose in summarizing what a course in Social Science when followed may be expected to accomplish.

This course of study should be regarded then as a source of rich materials organized to help the teacher in planning her work. Since no two teaching situations are exactly alike the teacher must use her initiative and resourcefulness to meet the needs of the group.

## SUGGESTIONS

### *Selection of Optional Units*

In selecting units in Social Science, the following criteria will assist in choosing:

Content should be rich, stimulating, and serve to identify the child with social situations.

Meaningful content should be arranged in a series of psychologically developing activities.

Experiences must be within the interests, purposes, and abilities of the members of the group.

The experiential background of the group must be taken into consideration in order to correlate new meanings.

New experiences must be sufficiently different from previous experiences so as to provide for educational growth and development.

Units should provide for intellectual challenges and yet be within the range of experiences so that they will insure success for the child.

Units should contain possibilities for a variety of experiences.

Units should contain possibilities for leading to other worthwhile experiences.

### *Activities*

The Social Science program for the primary grades is one of activity. Activity is not an incidental part of the program. It is the means by which learning takes place. An activity program means an organization of educational activities which, because of their intrinsic interest and value to young children, will stimulate genuine effort. The program should be a succession of activities, *ever-changing, ever-growing, and expanding*, adjusting itself to the various needs of children and providing opportunities for them to explore, manipulate, and experiment. In such a program the children are placed in situations where they may think, plan, and work more independently and engage in a variety of meaningful experiences. An ideal program is one in which the children work and play together harmoniously under the guidance of the teacher, developing ideals of initiative, reliance, and co-operation. Thus they are enabled to live fully in the present laying foundations for rich social living in the future.

## *Individual Differences*

The teacher will discover by tests and diagnoses a wide range of pupil abilities. In order to meet the needs, capabilities, and interests of the group, the teacher must provide for activities which take into consideration the individual differences of the children.

The activities suggested in this Course of Study are based on the principle of providing common experiences for all children, as well as providing experiences suited particularly to individual growth and ability.

The teacher will study the individual members of the group to make certain that each child is progressing and succeeding according to his ability.

## *Excursions*

One of the chief purposes of excursions is to reveal to the child, by first-hand experiences, life in its natural setting, thus enabling him to understand his connections with the world about him. Excursions should be carefully planned and well managed. The teacher should know in advance what the children are likely to see. Routes should be mapped and conduct discussed and agreed upon. Careful follow-ups of excursions are important to give opportunities for clarifying ideas, to aid in forming judgments, and to evaluate experiences.

Excursions as they relate to the Social Science program have these distinct values:

They teach children to seek the sources of information.

They help to clarify and to organize ideas gained from other sources.

They are often the natural, concrete approach to the problem.

They offer excellent opportunities for the practice of citizenship, habits of self-control, obedience, courtesy, co-operation, and regard for the property of

others. They are especially valuable when children help to plan, to make decisions, and to set standards of conduct for excursions.

### *Visual Materials*

Visual materials serve as desirable sources of information. They serve to clarify and vivify ideas, to arouse curiosity, to add richness and appreciation of beauty, and to answer specific questions. Visual materials should be selected carefully for accuracy, pertinency, and suitability. Ordinarily, it is better to use a few selected pictures rather than a large number. Children should be guided in examining pictures to note details and relationships in order to form correct impressions.

### *Correlation*

Correlation of subject matter in the various fields enables the child to organize relationships more and more consciously in his own mind. Connections are made of facts with former experiences and to other facts which will be met within new experiences. Through the skillful guidance of the teacher, it will be possible to turn quickly and advantageously to related material in reading, literature, music, art, number, nature study, and other fields.

This course of study contains a great variety and a wide range of activities which may be utilized during the Social Science period and at other times during the day when occasions for integration permit. The teacher is not expected to use all the suggestions, but should choose and adapt those which, in her judgment, will make for effective correlation.

### *The Teacher's Part in Carrying Out the Course of Study*

The teacher's part consists in purposes, activities, and attainments such as the following:

Discovering child needs, interests, and purposes.

Guiding and planning activities.

Providing opportunities for wholesome activity.

Providing situations which stimulate the child to think for himself.

Making materials accessible to the child by placing them where they may be obtained easily.

Helping to bring about a constantly growing understanding of the child world by: the expansion of child experiences, suggestions of ideas, and encouragement of ever-widening interests.

Assisting the child to make use of his physical, intellectual, and emotional powers for experiences suitable to his grade level.

Recording questions, comments, reactions to child experiences in order to understand child concepts and child interests.

Developing attitudes, ideals, correct habits of work, and skills in accordance with child development.

## *References for Teachers*

### Books

Note: Some of these books may be obtained from the Supplementary Book List and others from the Teachers' Room, Chicago Public Library.

BEECHEL, EDITH E. *A Citizenship Program for Elementary Schools*. Contributions to Education, No. 335. New York: Bureau of Publications: Teachers College, Columbia University, 1929.

BONSER, FREDERICK G. *The Elementary School Curriculum*. Chicago: The Macmillan Company, 1920.

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CLOUSER, LUCY W., and MILLIKAN, CHLOE E. *Kindergarten-Primary Activities Based on Community Life*. Chicago: The Macmillan Company, 1929.

HARTMAN, GERTRUDE. *Home and Community Life: Curriculum Studies for the Elementary School*. New York: E. P. Dutton & Co., Inc., 1923.

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INSKEEP, ANNIE DOLMAN. *Child Adjustment: In Relation to Growth and Development*. New York: D. Appleton and Company, 1930.

KEELOR, KATHERINE L. *Curriculum Studies in the Second Grade*. New York: Bureau of Publications: Teachers College, Columbia University, 1925.

MOORE, ANNIE EDGERTON. *The Primary School*. Chicago: Houghton Mifflin Company, 1925.

PARKER, SAMUEL CHESTER, and TEMPLE, ALICE. *The Unified Kindergarten and First Grade*. Chicago: Ginn and Company, 1925.

PORTER, MARTHA PECK. *The Teacher in the New School*. Chicago: World Book Company, 1931.

REED, MARY M. *The Beginnings of the Social Sciences*. Chicago: Charles Scribner's Sons, 1932.

RUGG, HAROLD, and SHUMAKER, ANN. *The Child-Centered School*. Chicago: World Book Company, 1928.

STEVENS, MARION PAINE. *The Activities Curriculum in the Primary Grades*. Chicago: D. C. Heath & Co., 1931.

STORM, GRACE E. *The Social Studies in the Primary Grades*. Chicago: Lyons & Carnahan, 1931.

STRANG, RUTH MAY. *Introduction to Child Study*. Chicago: The Macmillan Company, 1931.

*The Classroom Teacher*, Volumes II and IV. Chicago: The Classroom Teacher, Inc., 1928.

TIPPETT, JAMES S., and others. *Curriculum Making in an Elementary School*. Chicago: Ginn and Company, 1927.

### *Magazines*

"American Childhood." 74 Park Street, Springfield, Mass.

"Childhood Education." Association for Childhood Education. 1201 Sixteenth Street, N. W., Washington, D. C.

"Educational Method." Bureau of Publications: Teachers College, Columbia University, New York City.

"Elementary School Journal." University of Chicago Press, 5825 Kimbark Avenue, Chicago.

"Progressive Education." The Progressive Education Association, Washington, D. C.

"Safety Education." Education Division of the National Safety Council, One Park Avenue, New York.

"School Life." United States Department of the Interior. Office of Education, Washington, D. C.

"The Chicago Schools Journal." Board of Education, Chicago.

"The Instructor." F. A. Owen Publishing Company, Danville, New York.

SOCIAL SCIENCE  
GRADE ONE



CHICAGO PUBLIC SCHOOLS

SOCIAL SCIENCE

GRADE ONE

THE SCHOOL

Going to and from School  
Entering and Leaving the School Building  
Our School

THE HOME

The Houses We Live in  
The People Who Live in Them  
How Children Can Help

THE GROCERY

How the Store Is Arranged  
How Groceries Are Bought and Sold  
How We Can Help the Storekeeper

THE NEIGHBORHOOD

Some Ways of Getting About  
Some Workers We Meet  
Some Buildings We See

ANNIVERSARIES AND HOLIDAYS

Hallowe'en  
Thanksgiving  
Christmas  
Valentine's Day



## THE SCHOOL

Going to and from School

Entering and Leaving the School Building

Our School

## TEACHING OBJECTIVES

To create an atmosphere in which children will feel free to share in the planning and carrying out of ideas.

To bring about desirable changes in thought, attitude, and conduct toward the school, through activities and creative experiences.

This unit is informational in nature. It introduces the child to his new friends, and gives him an understanding of the simple rules and regulations of the school which are made for the comfort and convenience of himself and others. During this introduction to the school when the child begins to enjoy the new surroundings the teacher should note the varied interests of the individual and the group so that she may plan to meet their needs. Through active participation of all, an atmosphere may be created in which the child feels free to express his thoughts and feelings, and to learn how to become a responsible member of his social group. These activities may be carried on in a variety of settings and at opportune times during the day.

## SUGGESTED APPROACHES

The teacher may determine by group conversations whether or not each child knows his way to and from school.

The teacher may determine whether or not the children know the proper way of entering and leaving the building.

The teacher may conduct an excursion in and out of the building for the purpose of locating the entrances, lavatories, and drinking fountains.

The teacher may take the group on an excursion through the building for the purpose of meeting the principal, the teachers, the school doctor, and the school nurse.

In group conversation the children may be led to assist in the planning of the work for the day.

## SUGGESTED ACTIVITIES TO BRING ABOUT DESIRABLE CHANGES IN HABITS OF THOUGHT, ATTITUDE, CONDUCT, AND CITIZENSHIP

### GOING TO AND FROM SCHOOL

**Note on Language:** Language is a medium that may be employed to give the child the information, the knowledge, and the ideals that will enable him to fit into this new social group. The suggested reading experience charts and group conversations are intended to give needed information. They do not form an organized program in reading instruction.

Learning through group conversations:

The way to and from school.

Facts about the patrol boy.

How to cross streets safely.

Danger of running out from behind parked automobiles. Proper habits of conduct in coming to and going home from school; walking on the sidewalk, respect for the property of others, keeping to the right, crossing at intersections, obeying policeman's and patrol boy's signals, observing signal lights.

Dramatizing "A Lost Child." Suggestions: Child is lost. One child acts as a policeman. He asks the lost child his name, where he lives, his telephone number, and what school he attends. The policeman then takes the lost child to his home or to the school.

Planning and dramatizing the way to cross streets safely after making an excursion to the street corner. Suggestions: Child walks on sidewalk; approaches crossing; stops at the crossing; looks both ways before crossing the street; steps down from the curb, and looks to the left; walks to the middle of the street, looks to the right and continues to the other side. One child may act as traffic officer.

Reading and answering sentence cards prepared by the teacher. Examples:

What is your name?

Where do you live?

What is your telephone number?

Note on Art and Construction: The rich and varied content of Social Science affords opportunities for free and natural expression in Art and Construction. The teacher should consult the Course of Study in Art for the grade to fulfill the art requirements and to adhere to art principles in carrying out the following activities.

Making safety posters. Suggestions for titles:

Look both ways before crossing the street.

Wait until the car stops.

Hold your umbrella high.

Drawing a picture of children crossing the street with policeman or patrol boy.

Modeling the policeman, the patrol boy.

Illustrating safety activities by means of the sand table.

Making safety booklets.

## ENTERING AND LEAVING THE SCHOOL BUILDING

Learning through group conversations:

The proper way of entering: orderly, quiet entrance with respect to the rights of others, convening before school, time and meaning of signals, taking care of one's wraps, taking up activities with respect to rights of others; leaving the building in an orderly manner; going directly home.

The ways in which the school helps children to take care of themselves.

Formulating and reading rules of conduct. Suggestions:

We are at school in time.

We walk quietly in the halls.

We talk softly.

We come directly to school.

We come promptly when called.

We go directly home.

Composing and reading a safety chart. Suggestions:

I stop at the corner.

Do you?

I wait for the patrol boy.  
Do you?

I look to the left.  
Do you?

I look to the right.  
Do you?

I am careful.  
Are you?

Note on Music: Activities in musical expression are a vital part of experiences in Social Science. Utilize opportunities for correlation consistent with the requirements of the Course of Study in Music for the grade.

Singing one or more of the following:

*Progressive Music Series*, Book One. Silver, Burdett & Co.

- "Good Morning."
- "A Good-bye Song."

## OUR SCHOOL

Learning through group conversations:

The name of the school.

The name of the teacher.

The name of the principal.

About the school doctor, the school nurse, and the teachers.

Interesting rooms in the school: the library, the office.

Cleanliness, order, and beauty in surroundings.

Giving a salute to the flag.

Note on Excursions: Utilize excursions to develop a feeling of confidence in the new surroundings, to arouse interest, and to satisfy curiosity.

Conducting an excursion in and out of the building to locate entrances, corridors, stairways, lavatories, and drinking fountains.

Conducting an excursion to the principal's office, to other classrooms, and to the doctor's office.

Walking around the building, inside and out, to note the appearance of the building and the grounds.

Composing and reading reports of excursions.

Dramatizing how we conduct ourselves at a fire drill. Suggestions: Learning the meaning of signals, giving silent and prompt response to signals, refraining from pushing and crowding.

Composing and reading a chart made on, "Our Fire Drill."

Making experience story charts following discussions on school-room conduct. These charts may be suggested by individuals or by the group. Samples:

We are in school.

Our room is clean.

Our floor is clean.

We are careful workers.

We turn book leaves carefully.

We put books away carefully.

We put toys in proper places.

Good morning, Miss.....

Good morning, Mary.

Good-by, Miss.....

Please, Miss.....

Thank you, Miss.....

No, Miss.....

Yes, Miss.....

Excuse me, Miss.....

Pass behind a person instead of in front of him (when-  
ever possible to do so.)

We listen quietly to stories.

We listen quietly to music.

We wait quietly.

We enter our room quietly.

We close doors softly.

We move about the room quietly.

We keep our hands and faces clean.

We use our handkerchiefs.

## DESIRABLE ATTAINMENTS

Responsibility for self in going to and from school.

Attitude of friendliness toward principal, teachers, and children.

Understanding:

Of the regulations for entering the building, moving about in it, and leaving it.

That people in authority are our friends.

Habit of prompt and willing obedience in situations where obedience is necessary.

Growing habits of orderliness, carefulness, cleanliness, and neatness in using the conveniences of the school.

Desire to share responsibility.

Ability:

To enter the room politely.

To find one's way about the school.

Increasing ability:

To work with others.

To work independently.

To plan and to carry through individual and group projects.

## SUGGESTED MATERIALS FOR PUPILS AND TEACHER

Note: The following references from primers and readers show the emphasis on child life and experiences in social situations. The teacher may find this material valuable in realizing the objectives of the unit.

## Reading and Literature

*Child-Story Readers.* Primer. Lyons & Carnahan.

"Jack and Jane Go to School."

"In School."

"The Milkman Comes to School."

*Citizenship Readers.* City and Country. J. B. Lippincott Company.

"Getting Ready for School."

"Ready for School."

"A Riddle."

*The Children's Own Readers.* Book One. Ginn and Company.

"On the Way to School."

"A Game at School."

*Wag and Puff.* Child's Own Way Series. Wheeler Publishing Company.

"A Hen in School."

"Thirteen Little Chicks."

"Ding-Dong."

"School Again."

"Under the Apple Tree."

## Poems

*In the Nursery.* "My Book House." The Book House for Children.

"A Diller, A Dollar."

*Literature for Reading and Memorization.* Book Two. Iroquois Publishing Co.

"Marching Song."

*The Poetry Book One.* Rand McNally & Company.

"Frogs at School."

## Music

### Songs

*Songs of Childhood.* Music Education Series. Ginn and Company.

"Good Morning."

"The Schoolroom Clock."

*The Music Hour.* First Book. Silver, Burdett & Co.

"School Song."

"Marching 'Round the Schoolroom."

*The Music Hour in the Kindergarten and First Grade.* Silver, Burdett & Co.

"Safety First."

## Records

Rhythms for Children. Victor Record No. 20162.

Rhythm Medley. (No. 1 and No. 2.) Victor Record No. 20526.

## Visual Aids

Bureau of Visual Instruction, Board of Education.

H76 Safety First (Simple Family).

L445 Hardy Primer, *Wag and Puff*.

Secure slides and stereographs selected for Grade One,  
"The School," which are in the school.

.

## THE HOME

The Houses We Live in  
The People Who Live in Them  
How Children Can Help

## TEACHING OBJECTIVES

To give the child an increasing awareness of his relationships and responsibilities as a member of social groups.

To acquaint the child with his home by showing how it contributes to his needs, his comfort, and his well-being.

Through the home unit the child interprets for himself and others his life experiences in the form of happy spontaneous play, thus developing an understanding of his environment, his power of expression, his ability to organize and to use materials, his mental poise and self-confidence. The interpretation of experiences may center around the construction of a playhouse and the activities which are a direct outgrowth of the life of the family group. Through activities involving home and community interests there should develop a growing curiosity in the work of others, a courteous regard for, and a desire to help the persons who give daily service. Through a knowledge of the many factors necessary to make his home happy and comfortable, the child may be led to appreciate and to enjoy his home. This knowledge enables him to assume his place in the family social group and to prepare him for wider experiences and future growth in the community proper.

## SUGGESTED APPROACHES

Have dolls, toys, and tools in conspicuous places in the room to stimulate an interest in the construction of a playhouse.

Introduce the construction of a playhouse by (1) suggesting that the children play house, make furniture for the house, make furniture for the dolls; (2) placing pictures of houses on the bulletin board.

The following materials may be used in the construction of a playhouse: wall board; orange crates; nails; paint brushes; wall paper; tools.

SUGGESTED ACTIVITIES TO BRING ABOUT DESIRABLE CHANGES IN  
HABITS OF THOUGHT, ATTITUDE, CONDUCT, AND CITIZENSHIP

THE HOUSES WE LIVE IN

Note on Language Activities: The following activities show the influence of Social Science upon other subjects of the Curriculum. The individual differences among the members of the class and the variety of needs make it advantageous to correlate other subjects with Social Science. Correlating activities should center around social values rather than learning skills. For example, the suggested language activities are introduced as a means of furthering social aims rather than for the attainment of language skills.

Group discussions:

Kinds of houses: apartment, residence, cottage, bungalow.

How we may care for our neighbor's property.

Beauty of lawns, trees, flowers.

Results of crossing lawns, marking fences, breaking windows.

Making and carrying out plans for the construction of a playhouse and furniture.

Choosing committees to carry out playhouse activities.

Discussing playhouse problems with the group.

Making plans with others.

Determining the number of rooms needed for the playhouse.

Measuring for the construction of the house.

Constructing the house.

Measuring for the construction of the furniture.

Making furniture.

Planting bulbs and flowers for window boxes.

Planting a garden for the playhouse.

Telling of accomplishments.

Playing house. Suggestions :

Furnishing house.  
Keeping house clean.  
Arranging furniture.  
Telephoning grocery orders.  
Playing with dolls.  
Planning meals.  
Washing and ironing doll clothes.  
Receiving callers.

Making experience reading charts. Suggestions :

#### Our Playhouse

This is our playhouse.  
We made it.  
We are making furniture.  
  
Billy is making a chair.  
Earl is making a table.  
We need paint.  
Can you bring some?  
  
Mary brought green paint.

**Note on Art and Construction :** The study of the home furnishes opportunities for the child to express himself through his creative work. For example: building and furnishing a playhouse offers many opportunities to use ingenuity in making it usable, practical, and decorative. The immediate interests of the child may prompt some of these activities or the teacher may make selections to suit the particular needs. (Consult the Course of Study in Art for the grade.)

Building with blocks.  
Building with crates.  
Making furniture for children and for dolls.  
Weaving rugs on large looms.  
Printing labels and signs.  
Making wall paper for rooms of the playhouse.

Bringing pieces of cloth which may be used in making furnishings.

Sewing clothes for dolls.

Making and dressing dolls.

Making and decorating dishes.

Making an illustrated booklet of the rooms in the house. The following sentences may be printed under appropriate pictures:

This is the kitchen.

We cook in the kitchen.

This is the dining room.

We eat in the dining room.

This is the living room.

We have happy times here.

This is the bedroom.

We sleep in the bedroom.

This is the bathroom.

We have baths in the bathroom.

This is the basement.

Our furnace is in the basement.

Cutting out pictures of furniture from magazines. Pasting pictures in booklets representing rooms in the playhouse.

#### THE PEOPLE WHO LIVE IN THEM

Group discussions:

What mother does for the family: keeps home clean and comfortable, sews, cares for the family needs and pleasures.

What father does for the family: provides for necessities and for pleasures.

The children's part in making a happy home.

Composing experience story reading charts on helpfulness and kindness. Samples:

Mother is good to us.

Mother cooks for us.

Mother sews for us.

We love mother.

Father is good to us.  
Father works for us.  
Father takes us for rides.  
We love father.

I play with the baby.  
I set the table.  
I am good to mother.  
I love her.

Composing sentences for illustrated booklets about the activities of mother and father. Suggestions:

Mother is in the kitchen.  
She is making a cake.  
Father drives the automobile.  
He takes us for rides.  
We have happy times.

Telling how father makes the garden.

Making a scrapbook of mother's other helpers: electric iron, washer, vacuum cleaner, sewing machine.

Dramatizing mother's activities and father's occupations.

Dramatizing stories of home life.

Dramatizing the preparation, serving, and eating of a meal.

Dramatizing "A Day at Home." Suggestions: Rising, dressing, helping mother, playing.

Dramatizing "Eating Dinner." Suggestions: Coming to the table; waiting until all are at the table before sitting; using napkin properly; waiting until all are served before beginning to eat; keeping mouth closed when food is in it; using knife and fork properly; eating foods quietly; saying "please" and "thank you"; asking to be excused when leaving the table early.

Discussing pictures brought in by children which show happy activities in the home.

Making booklets containing snapshots of the family, and the family pets. Include a sentence about each picture.

Note on Music: New meanings and relationships are brought to the child through the experiences he has enjoyed in the correlations between Music and the activities of Social Science.

Singing birthday greetings.

Singing the "Dish-Washing Song." *The Music Hour in the Kindergarten and First Grade.* Silver, Burdett & Co.

### HOW CHILDREN CAN HELP

Group discussions on the children's part in the home:

Habits of health, safety, right conduct, kindness, cheerfulness, truthfulness, generosity, graciousness of manner in addressing parents, grandparents, playmates, friends.

Care of younger children.

Care of clothes, toys, pets.

Doing errands.

Discussing why rules in the home and at school are needed.

Making greeting cards for Mother's and for Father's Day.

Making booklets illustrating safety rules.

Making and reading charts that show how children can help themselves and others. Samples:

#### Things to Remember

We cross streets at crossings.

We wait for the green light.

We obey patrol boys.

We place garbage in garbage cans.

We put milk bottles in their proper places.

We keep cans and broken glass away from garbage.

We keep hands and faces clean.

We keep food clean.

We keep hands away from mouths.

Planning a birthday or a holiday party.

Discussing menus for parties, picnics.

Listening to poems. Suggestions: "In the Morning," "Mary Anne's Luncheon," "Nice Food," "After Supper," from *Here, There and Everywhere*, by Dorothy Aldis. Minton, Balch & Company.

#### DESIRABLE ATTAINMENTS

An awakening appreciation of the importance of mother and father from other than an emotional standpoint.

Appreciation of home as a center of love and happiness.

Growing habits of respectful obedience to older members of the family.

Knowledge:

That mother and father love us, and provide for our needs and our pleasures.

Of how a child may make home a happy place.

Of courteous and polite ways of acting.

Of the construction, materials, and uses of the various rooms of the house.

Practice in habits of kindness, courtesy, cheerfulness, truthfulness, generosity, and graciousness of manner.

Attitudes of caution for the safety of self and others.

Planning with a definite purpose in mind.

Taking part in group activities.

Sharing materials with others.

Handling materials properly and safely.

Carrying on, in play, activities of the home.

#### SUGGESTED MATERIALS FOR PUPILS AND TEACHER

Note: The following references from primers and readers show the emphasis on child life and experiences in social situations. The teacher may find this material valuable in realizing the objectives of the unit.

#### Reading and Literature

*Around the Week*, by Ruby Hart. The P. F. Volland Company.

*Clean Peter*, by Otilia Adelborg. Longmans, Green and Co.  
*Fact and Story Readers*. Primer. American Book Company.

"The Children at Home."

*In the Nursery*. "My Book House." The Book House for Children.

"The Wake-up Story."

"Clouds and Waves."

*Peggy and Peter* (What They Did Today,) by Lena Towsley. Farrar and Rinehart, Inc.

*Peter and Peggy*. Work-Play Books. The Macmillan Company.

"By the Fire."

*Peter Patter Book*. Rand McNally & Company.

"The Blue Song."

"A Candle, a Candle."

"Hippety Hop to Bed."

*The Silent Reading Hour*. First Reader. Wheeler Publishing Company.

"Jack-a-Bed."

"The Breakfast."

*The Story-a-Day Book*. The Macmillan Company.

"The Helper Family."

"The Little Girl Who Did Not Work."

## Poems and Verses

*A Child's Garden of Verses*, by Robert Louis Stevenson.

"Singing."

"System."

"A Good Boy."

"Marching Song."

"Good and Bad Children."

*Modern Poetry for Children*, First Year-First Half, by James J. Reynolds. Noble and Noble.

"The House Cat."

"The Cupboard."

*Now We Are Six*, by A. A. Milne. E. P. Dutton & Co., Inc.

"Cradle Song."

"In the Dark."

*Sing Song*, by Christina G. Rossetti. The Macmillan Company.

"Mix a Pancake."

"Bread and Milk."

## Music

### Songs

*Music Hour in the Kindergarten and First Grade*. Silver, Burdett & Co.

"Washing Day."

"Ironing Day."

"The Broom."

"Mother and Father."

"Callers."

*The Congdon Music Readers. Primer*. Farquhar and Albright Co.

"Cradle Song."

"Mother's Lullaby."

"Rock-a-Bye Baby."

### Records

Songs for Children, Victor Record No. 19830.

Songs for Children, Victor Record No. 19831.

Songs for Children, Victor Record No. 20073.

Songs for Children, Victor Record No. 20349.

Melodies for Children, Victor Record No. 20079.

Melodies for Children, Victor Record No. 20174.

Little Kitten That Would Not Wash Its Face, Victor Record No. 21698.

## Visual Aids

## Reproductions of Paintings

Madonna of the Chair. Raphael.

Sistine Madonna. Raphael.

Calmady Children. Lawrence.

The Holiday. Potthast.

Feeding Her Birds. Millet.

Gardening. Duché.

Soap Bubbles and Pets. Duché.

Procession of Children with Baby in Wagon. Duché.

Eating Luncheon. Duché.

## Lantern Slides

"Child Welfare" Lantern Slides, H65, H66, H69, H72, H73. Bureau of Visual Instruction, Board of Education.

Secure slides and stereographs selected for Grade One.

"The Home," which are in the school.

## THE GROCERY

How the Store Is Arranged

How Groceries Are Bought and Sold

How We Can Help the Storekeeper

## TEACHING OBJECTIVE

To acquaint the children with a community activity and to show its relation to the home.

One of the greatest values of activity in Social Science is its possibilities of new fields of interest, as outgrowths of preceding experiences. The study of the home naturally leads to the family's dependence upon others. Thus the Grocery will serve to show the dependence of the home upon the community.

## SUGGESTED APPROACHES

Children may visit a store with the teacher to see what a storekeeper has to do, what he sells, where he secures his groceries, the arrangement of goods, and how goods are bought and sold. Secure permission from the principal and from parents before making the visit.

Children may discuss where mother buys food.

A display of pictures of vegetables, fruits and other foods may arouse interest in the sources of food.

## SUGGESTED ACTIVITIES TO BRING ABOUT DESIRABLE CHANGES IN HABITS IN THOUGHT, ATTITUDE, CONDUCT, AND CITIZENSHIP

## HOW THE STORE IS ARRANGED

Note on Language Activities: The activities suggested will stimulate an active interest in reading. After visiting the grocery, children will wish to tell what they saw there. Language activities will occupy a prominent place in this reproduction. Signs, labels, and advertisements of the grocery may furnish content material for reading lesson charts. Thus language activities have real meaning because they are based on experience.

Before visiting the grocery, the following group discussions may take place.

Talking over what the storekeeper does.  
What the store is like.  
Where the storekeeper secures his groceries.  
What he sells.

Making experience reading charts recording the activities of the group. Suggestions:

#### Our Visit to the Grocery

We visited a grocery.  
We saw the food.  
We saw the groceries on the shelves.  
We saw the cash register.  
The grocer was selling bananas.  
We saw the trucks bringing vegetables.  
We had a good time.

Appointing committees to plan a play store. Suggestions: committee on articles for the store, for arrangement of goods, for price tags and labels, for buying and selling.

Making the store.

Making lists of things needed by the various committees.  
Suggestions: The fruit and vegetable committee need:

clay  
water colors  
shellac  
small sticks  
paper for baskets and boxes

Note on Number Experiences: The suggested activity is based on the needs and interests that may arise in the building of the grocery. Other number activities may be carried on when the children "play store." See Arithmetic Course of Study, Grade One.

Measuring for constructing the store: height, floor space, necessary doors, shelves, counters.

Constructing counters, shelves, cash register, refrigerator, delivery wagon and trucks.

Group discussion. Suggestions:

How food is kept in the store: in cans, boxes, crates, cartons, bags, bushel baskets, barrels, refrigerator.

Reading about other stores in books.

## HOW GROCERIES ARE BOUGHT AND SOLD

Learning through observations and discussions:

The duties of the storekeeper, clerks, delivery boy, and other workers.

How the storekeeper secures the groceries: farmer, wholesaler; truck, train, boat, wagon.

Listening to stories about the sources of foods.

Listing some foods that are brought by truck, by wagon, by train, and by boat.

Naming and telling uses of common fruits and vegetables.

Learning how certain fruits and vegetables are grown.

Note on Art and Construction: The making of a store in the classroom calls forth the resourcefulness and ingenuity of the children. If the store is large enough so that the children can go inside and if it can be furnished as a real store it becomes not only a healthful activity because the child has an opportunity to make use of his large muscles in its construction, but it develops also a consciousness of the part that art and construction play in modern life.

Drawing pictures of stores.

Making illustrations for the store.

Modeling clay fruits and vegetables.

Painting clay fruits and vegetables.

Making baskets and shopping bags.

Sewing cloth bags and purses.

Printing signs and labels.

Making toy money.

Composing and reading directions for store management.

Composing and reading signs and labels.

Writing simple sentences about the plans and advertisements of the store for the room newspaper.

Playing store.

Choosing the storekeeper.

Buying and selling goods.

Giving and receiving telephone orders.

Selling only foods that are fresh and clean.

Keeping the store neat and clean.

Making change.

#### HOW WE CAN HELP THE STOREKEEPER

Group discussions about the courtesy and necessity of :

Waiting politely for service.

Stating clearly what we want.

Refraining from handling goods.

Practicing store courtesy when playing store. Examples: greeting storekeeper and customer; waiting for one's turn; stating clearly what we want; refraining from handling goods; giving honest weight and correct change; thanking storekeeper and customer.

Discussing the store with the idea of improving it.

#### DESIRABLE ATTAINMENTS

Growing understanding of :

The ways in which the community satisfies its needs for food.

The dependence of the family upon the labor of others.

Practice in habits of honest service, fairness, and courtesy in dealing with others.

Growing respect for the dignity of work and workers.

Increasing ability to :

Work and play with others.

Think, choose, and work independently, seeking help only when help is needed.

Carry plans to successful completion.

Persevere in spite of failure.

## SUGGESTED MATERIALS FOR PUPILS AND TEACHER

Note: The following references from primers and readers show the emphasis on child life and experiences in social situations. The teacher may find this material valuable in realizing the objectives of the unit.

## Reading and Literature

*Child-Story Readers*. First Reader. Lyons & Carnahan.  
"The Grocer."

*Field Martin Primer*. Ginn and Company.  
"The Store."  
"Playing Store."

"Happy Hour Books," by Charlotte Kuh. The Macmillan Company.  
*The Delivery Men*.

*Here and Now Story Book*, by Lucy Sprague Mitchell.  
E. P. Dutton & Co., Inc.  
"The Grocery Man."  
"The Dinner Horses."

*Out and Playing*. Book One. Mentzer, Bush & Co.  
"The Grocery Man."

"Social Science Readers," by Helen S. Read. Charles Scribner's Sons.  
*Mr. Brown's Grocery Store*.

*Up and Doing Primer*. Mentzer, Bush & Co.  
"Grocery Store."

## Poems

*Fairies and Friends*, by Rose Fyleman. Doubleday, Doran & Company.  
"Mrs. Barks."  
"The Grocer."

*For Days and Days*, by Annette Wynne. Frederick A. Stokes Company.  
"It Must Be Fine to Stand and Sell."

*I Live in a City*, by James S. Tippet. Harper & Brothers.  
"Groceries."

*Taxis and Toadstools*, by Rachel Field. Doubleday, Doran  
& Company.

"General Store."

"Vegetables."

### Visual Aids

Bureau of Visual Instruction, Board of Education.

L 458 Child-Story Readers. Primer.

Secure slides and stereographs selected for Grade One,  
"The Grocery," which are in the school.

## THE NEIGHBORHOOD

Some Ways of Getting About  
Some Workers We Meet  
Some Buildings We See

## TEACHING OBJECTIVES

To acquaint the child with his immediate environment.

To bring about an understanding of the services of neighborhood workers.

The neighborhood unit is based upon the child's interest in, and intimate knowledge of, his world outside the home. It proceeds from the child's acquaintance with the familiar workers who serve his home daily, such as the milkman and the postman, to the more remote workers, such as the fireman, policeman, grocer, and others who serve the family in a new setting, that of community helpers. Simple reproductions of the environment and its activities show the relationship of neighborhood activities to the life of the family. The information needed to solve the problems presented should be drawn from many fields of subject matter rather than from any specific field.

## SUGGESTED APPROACHES

A walk may be taken through the neighborhood noting the buildings and workers.

The teacher may tell and read stories about the neighborhood workers. Suggestion: *Do and Learn Readers*. Book One. American Book Company.

A visit may be made to the local fire department. Secure permission from the principal and the parents before making the excursion.

The teacher may prepare and show colored slides of the neighborhood workers. See directions for making lantern slides, as given by the Bureau of Visual Instruction, Board of Education, Chicago.

Children may tell of shopping with mother.

Children may tell of buying eatables from the huckster.

The teacher may prepare an exhibit of pictures of buildings, workers, and various types of transportation of the neighborhood.

#### SUGGESTED ACTIVITIES TO BRING ABOUT DESIRABLE CHANGES IN HABITS OF THOUGHT, ATTITUDE, CONDUCT, AND CITIZENSHIP

##### SOME WAYS OF GETTING ABOUT

Group discussions about the kinds of transportation of the neighborhood such as walking; automobile, bus, truck, street car, train, boat, airplane.

Placing books pertaining to the activities of the neighborhood on the library table for children's use. Suggestions:

*Peggy Goes Riding.* Newson & Company.

*Jip and the Firemen.* Charles Scribner's Sons.

*Skags, the Milk Horse.* American Book Company.

Note on Number: Situations are made real and vivid by means of activities that utilize number as a social tool.

Counting the number of blocks from home to the store.

Locating certain places by counting the number of blocks from home.

Constructing neighborhood vehicles, street cars, automobiles, busses, trucks, wagons, carts.

Modeling neighborhood vehicles.

Modeling children's means of transportation, kiddy cars, wagons, roller skates.

Playing street car in the schoolroom. Suggestions: Arrange chairs as for a car. One child acts as conductor, another as a motorman. Children get on when cars stops; pay fare; boys give seats to girls; girls say "thank you"; conductor assists persons on and off the car.

Telling of a visit to an airport.

Observing the effects of natural forces such as rain, wind, snow, heat, cold, storms, on community activities.

Observing seasonal changes which affect plant and animal life of the neighborhood.

Discussing how we can help to keep the neighborhood beautiful.

### SOME WORKERS WE MEET

Naming neighborhood workers. Suggestions: fireman, policeman, postman, carpenter, milkman, storekeeper, motorman, conductor, bus driver, garbage collector, street cleaner. Telling one thing each neighborhood worker does for us.

Playing traffic officer.

Telling how the policeman can help you if you are lost.

Discussing a list of the most important things to remember regarding safety.

Playing you are a fireman at the fire station when the alarm sounds.

Playing you are a fireman at a fire.

Telling what to do in case of fire in the home, in the school.

Telling what to do if your clothing catches fire.

Reminding classmates to be sure to keep out of the street when the fire siren sounds.

Group discussions:

How the milkman serves us: his care of milk in summer and in winter, his early morning delivery, his promptness; dangers of getting on the milk wagon.

How we can help the workers who serve the home.

Composing and reading sentences about how we may help neighborhood workers. Examples:

We have a mail box for the postman.

We put out our milk bottles.

We keep the sidewalks clean.

Noticing how the street cleaner and garbage collector do their work. Reporting to class, after observation, the work of the street cleaner and the garbage collector.

Note on Art and Construction: Reproducing phases of community life under the guidance of the teacher makes for an appreciation of noticeable characteristics of form and color. The teacher should conform to the requirements and follow the suggestions found in the Course of Study in Art for the grade in planning for the following activities. But do not sacrifice creative expression for artistic reproduction.

Making posters. Suggestions:

The Milkman Delivering Milk.

A Milk Delivery Truck.

Safety (policeman central figure).

Displaying illustrations where others may see them.

Printing signs and labels as seen in the neighborhood.

Examples:

Danger

Look out for the Cars

Children Playing

School, Stop

No Parking

Stop, Go

Modeling neighborhood workers.

Making drawings as records of excursions and activities.

Dramatizing for assembly, a safety play, "Let's be Careful," by Helen Ramsey. Normal Instructor and Primary Plans, Vol. 39, No. 9. September, 1930.

## SOME BUILDINGS WE SEE

Note on Excursions: Excursions are a means of realizing important social objectives. Among these are practice in going to first-hand sources for information, habits of courtesy and thoughtfulness of others, habits of protecting one's self and others.

Taking walks in the neighborhood. (Use the interest aroused and lead the child upon his return to express his ideas in concrete form.)

Visiting neighborhood stores.

Taking a trip to a fire station.

Discussing the types of buildings and stores found in the neighborhood: residences, stores, civic buildings—fire station, post office, police station.

Making a chart telling of the services of stores.

Suggestions:

We buy bread at the bakery.

We buy fruit at the fruit store.

We buy meat at the meat market.

Finding and labeling pictures of community buildings, workers, and vehicles.

Building a neighborhood street with blocks.

Tearing in paper: vehicles, buildings, and workers.

#### DESIRABLE ATTAINMENTS

Acquaintance with:

The immediate environment.

The various types of buildings found in the neighborhood.

Knowledge of the purposes which community buildings serve.

Growing respect for, and appreciation of, the work and the workers of the community.

Growing understanding of the dependence of the people of the community upon the work of others.

Growing interest in the problems of the neighborhood.

Growing habits of:

Observing traffic signals, traffic police, patrol boys.

Helping to keep the neighborhood clean.

## SUGGESTED MATERIALS FOR PUPILS AND TEACHER

Note: The following references from primers, readers and other books show the emphasis on child life and experiences in social situations. The teacher may find this material valuable in realizing the objectives of the unit, either for pupil reading or for story-telling.

## Reading and Literature

*Betty's Letters*, by Rose Lees Hardy and Geneva J. Hecox. Newson & Company.

*Do and Learn Readers*. Our Friends at Home and School. American Book Company.

"Our Friends."

"The Policeman."

"The Fireman."

"A Visit to the Fire Station."

"The Milkman."

*Easy Steps to Playtime*, by Marianna Cobb Gareissen. Newson & Company.

*Fact and Story Readers*. Book One. American Book Company.

"Going to Market."

"Tibby and Tab at the Market."

"Safety First for your Dog."

"Safety First."

"Safety Signs."

"Safety First Plays."

*Fire*, by Rose Lees Hardy and Geneva J. Hecox. Newson & Company.

"Happy Hour Books," by Charlotte Kuh. The Macmillan Company.

*The Motorman*.

*The Policeman*.

*The Engineer*.

*Outdoor Land*. Nature Activity Readers. Little, Brown & Company.

*Peggy Goes Riding*, by Rose Lees Hardy and Geneva J. Hecox. Newson & Company.

*Sending in the Alarm*, by Louise Krueger and A. Sondergaard. Gazette Press.

"Social Science Readers," by Helen S. Read. Charles Scribner's Sons.

*Mary and the Policeman.*

*Jip and the Firemen.*

*The Silent Reading Hour.* First Reader. Wheeler Publishing Company.

"What Happened to the Scissors Grinder."

"What Happened to the Pop Corn Man."

"What Happened to the Balloon Man."

#### Poems

*Modern Poetry for Children.* First Year-First Half, by James J. Reynolds. Noble and Noble.

"The Dentist."

*The Poetry Book One.* Rand McNally & Company.  
*The Block City."*

#### Music

##### Songs

*The Progressive Music Series.* Book One. Silver, Burdett & Co.

"The Postman."

*The Congdon Music Readers.* Primer. Farquhar and Albright Co.

"The Apple Man."

*The Music Hour.* First Book. Silver, Burdett & Co.

"The Candy Man."

"The Rag Man."

#### Visual Aids.

Bureau of Visual Instruction, Board of Education. Chicago.  
H49 Chicago: Protection of Citizens (Fire and Police)  
Secure slides and stereographs selected for Grade One,  
"The Neighborhood," which are in the school.

## NOTES

## ANNIVERSARIES AND HOLIDAYS

Hallowe'en  
Thanksgiving  
Christmas  
Valentine's Day

## TEACHING OBJECTIVES

## Hallowe'en

To help children enjoy Hallowe'en in ways that will not injure persons and property.

## Thanksgiving

To develop a feeling of thankfulness and appreciation for the pleasures and comforts of home.

To stimulate a joy in sharing with others.

## Christmas

To develop a joyous, happy Christmas spirit.

## Valentine's Day

To stimulate joy in giving and in receiving valentines.

## SUGGESTED ACTIVITIES

## Hallowe'en

Bringing pumpkin.  
Making Jack-o'-Lantern.  
Separating and cleaning seeds.  
Planting seeds.  
Decorating room.  
Playing games.  
Making costumes.

## Thanksgiving

Making Indian headbands.  
Telling of things to be thankful for.  
Bringing money for the School Children's Aid Society.  
Bringing supplies for Thanksgiving baskets.

## Christmas

Visiting a toy store.  
Making a toy shop.  
Having a toy parade.  
Making decorations for the Christmas tree.  
Decorating the Christmas tree.  
Making and bringing gifts for Christmas baskets.  
Planning surprises for other members of the family.  
Modeling clay toys and painting them.  
Listening to Christmas stories and poems.

## Valentine's Day

Listening to stories about Valentine's Day.  
Making valentines.  
Planning and giving a valentine party.

## SUGGESTED MATERIALS FOR PUPILS AND TEACHER

Note: The following stories, poems, and songs offer suggestions for the celebration of holidays. This list is not intended to be inclusive. The teacher should consult, also, the textbook list for the grade, the Supplementary Book List, the materials that may be secured at the Teachers' Room, Chicago Public Library, as well as the Anniversary and Holiday Reference List accompanying this course of study.

## Hallowe'en

## Stories

*In the Nursery.* "My Book House." The Book House for Children.

"A Hallowe'en Story."

*Surprise Stories.* Child's Own Way Series. Wheeler Publishing Company.

"A Jack-o'-Lantern."

## Poems

*Joan's Door*, by Eleanor Farjeon. Frederick A. Stokes Company.

"Fairies."

*Ring-A-Round*, by Mildred P. Harrington. The Junior Literary Guild.

"Half Asleep."

*The Poetry Book One*. Rand McNally & Company.

"The Child and the Fairies."

"The Fairy Folk."

### Songs

*A Child's Book of Songs*. American Book Company.

"Hallowe'en."

*Songs of Childhood*. Music Education Series. Ginn and Company.

"Hallowe'en."

*The Music Hour in the Kindergarten and First Grade*. Silver, Burdett & Co.

"Hallowe'en Night."

### Thanksgiving

#### Stories

*Child-Library Readers*. Book One. Scott, Foresman & Co.

"Jack's Thanksgiving."

*Children's Book of Thanksgiving Stories*, by Asa Don Dickinson. Doubleday, Doran & Company.

"Who Ate the Dolly's Dinner?"

*The Elson Basic Readers*. Primer. Scott, Foresman and Co.

"How Patty Said Thank You."

*The Happy Children Readers*. Book One. Ginn and Company.

"The Proud Turkey."

"The Clever Turkey."

#### Poems

*Short Poems for Short People*, by Alicia Aspinwall. E. P. Dutton & Co., Inc.

"Thanksgiving."

*The Poetry Book One.* Rand McNally & Company.

"Happy Thought."

"My Thankful Prayer."

*The Posy Ring*, by Kate D. Wiggin and Nora A. Smith.  
Houghton Mifflin Company.

"A Thanksgiving Fable."

### Songs

*Music Hour in the Kindergarten and First Grade.* Silver,  
Burdett & Co.

"Thanksgiving."

*Songs for Little Children.* Board of Education, Chicago.

"Thanksgiving Joys."

"Thanksgiving Hymn."

*The Progressive Music Series.* Book One. Silver, Burdett  
& Co.

"Happy Thought."

"The Frightened Pumpkin."

### Christmas

#### Stories

*Surprise Stories.* Child's Own Way Series. Wheeler Pub-  
lishing Company.

"Wag and Puff's First Christmas."

*The Pathway to Reading.* First Reader. Silver, Burdett  
& Co.

"A Joke on Santa Claus."

"The Christmas Tree."

#### Poems

*For Days and Days*, by Annette Wynne. Frederick A.  
Stokes Company.

"Our Christmas Tree."

*Highdays and Holidays*, by Florence Adams and Elizabeth  
McCarrick. E. P. Dutton & Co., Inc.

"Santa Claus."

"The First Christmas."

## Songs

*The Congdon Music Readers.* The Primer. Farquhar and Albright Co.

"Santa Claus."

*Songs for Little Children.* Board of Education, Chicago.

"Jolly Old St. Nicholas."

"Christmas Lullaby."

## Valentine's Day

## Songs

*Hollis Dann Music Course.* First Year. American Book Company.

"My Valentine."

"A Valentine."

*The Progressive Music Series.* Book One. Silver, Burdett & Co.

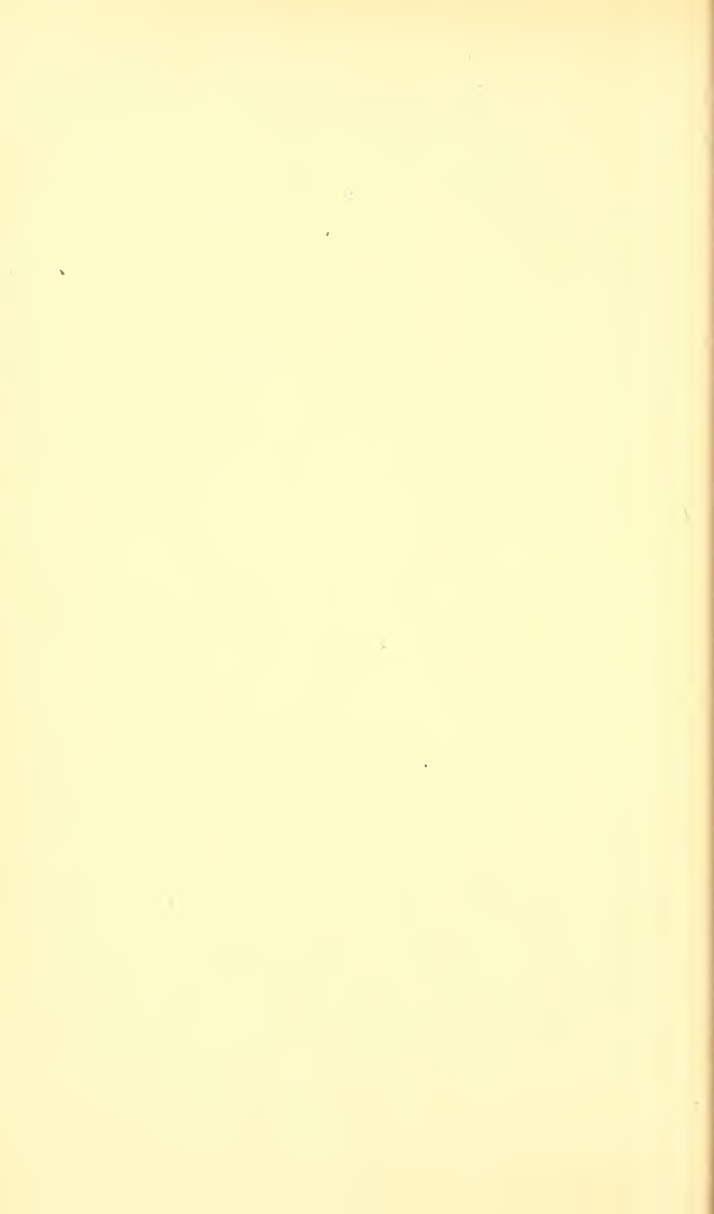
"My Valentines."

*The Music Hour in the Kindergarten and First Grade.* Silver, Burdett & Co.

"Who'll Be My Valentine?"

## NOTES

SOCIAL SCIENCE  
GRADE TWO



CHICAGO PUBLIC SCHOOLS

SOCIAL SCIENCE

GRADE TWO

THE PARKS

How to Get There  
What We Do There  
What We See There  
How We Should Enjoy the Parks

THE LIBRARY

What It Looks Like  
Whom We See There  
What We Can Do in the Library

THE POST OFFICE

The Work of the Post Office  
How the Work Is Carried on  
How We Can Help

THE FARM

The People Who Live on the Farm  
The Buildings  
Animals and Plants on the Farm  
How the Farm Serves Us

ANNIVERSARIES AND HOLIDAYS

Hallowe'en  
Thanksgiving  
Christmas  
Valentine's Day



## THE PARKS

How to Get There

What We Do There

What We See There

How We Should Enjoy the Parks

## TEACHING OBJECTIVE

To help children observe, understand, and appreciate the parks as a phase of community life.

In planning to visit the park, the teacher will guide the discussions of the group in such a way that each child will have an opportunity to assist in the making of plans, thus leading the children to happy anticipation of the trip. The planning of the trip may be made more enjoyable by the daily use of bulletins and the room newspaper. Suggestions:

We shall visit Jackson Park tomorrow.

Let us hope the sun will shine.

Good morning, children.

The sun is shining.

We are going to the park today.

This unit may be based upon recall of past experiences in parks and playgrounds if excursions are not feasible or practicable.

## SUGGESTED APPROACHES

A child may tell of a visit to the park or to a playground. This may arouse an interest on the part of the other children sufficient to launch the unit.

A bouquet of flowers on the teacher's desk may arouse interest in the wonders and the beauties of the park.

## SUGGESTED ACTIVITIES TO BRING ABOUT DESIRABLE CHANGES IN HABITS OF THOUGHT, ATTITUDE, CONDUCT, AND CITIZENSHIP

## HOW TO GET THERE

Note on Language: Language serves as a means of exchange of experiences when carried on in social situations.

Planning a trip to a nearby park. Secure permission from the principal and the parents before making plans to visit the park. Suggestions:

How we shall get to the park.

What we shall do there.

How we should enjoy the park.

Copying a note from the blackboard, asking permission from parents to visit the park.

Making lists of safety rules to observe in the park and in going to and from the park.

Dramatizing, "Going to the Park."

Note on Number: The following situations require number for their solutions. Other situations may arise in the progress of the unit which call for the use of number as a social tool. See Arithmetic Course of Study, Grade Two.

Counting the number of days until we go to the park. Refer to the calendar.

Counting the number of children who will go on an excursion to the park. Taking care of the carfare.

Planning a picnic.

Counting the number of items needed for the picnic lunch.

Finding the cost of the lunch.

#### WHAT WE DO THERE

Group discussions about what we can do at the park. Suggestions: picnics; games; swimming; riding; visiting the library; listening to music; skating; tobogganing.

Note on Excursions: Excursions are valuable because they provide a variety of meaningful experiences. These contacts may be of the natural world and of the world of social relationships. Here are suggestions of things to see in several parks. They will serve as a guide for the teacher's selections.

Visiting Garfield Park in November to see the Chrysanthemum Show, or at Easter time to see the spring flowers.

Visiting the Field Museum.

Visiting the Japanese houses and the rose gardens at Jackson Park.

Visiting the park or the playground near the school.

Visiting the McCormick Zoological Gardens.

Visiting the Zoo, Fish Hatchery, Bird House at Lincoln Park.

Note on Art and Construction: In order that children may get a sense of art in its relation to life situations they must experience art through creative activities. (See Course of Study in Art for Grade Two.)

Making a park in the classroom.

Planning and laying out the park.

Making the buildings, fields, playground, gardens, shrubbery, trees, flowers.

Making playground apparatus: swings, tecters, maypole, merry-go-round.

Making pictures of things observed at the park. Suggestions: the bathing beach; the zoo; other park activities.

Making animals from wood or clay.

Making lists of games to be played in the park. Stating where each game may be played.

Composing and reading experience charts about the trip to the park. Suggestions:

Our ride to the park.

What we saw at the park.

The games we played.

Our picnic in the park.

## WHAT WE SEE THERE

Note: Here is a list of activities which will acquaint the child with his natural environment and thus make for more wholesome social relationships.

Identifying birds seen in the park. Suggestions: (See list in the Course of Study in Science and Nature Study for Second Grade.)

Feeding and watching the birds.

Observing animals.

Learning the habits of animals.

Composing reading charts about the animals at the zoo.

Observing the flowers in the park.

Making a miniature garden such as you observed in the park.

Observing seasonal changes in plants.

Making lists of games observed at the park such as golf, baseball, croquet, football, and so forth.

Making lists of park buildings such as: the library, field house, gymnasium, golf shelter. Telling the purposes of each.

Making lists of kinds of boats observed in lake or lagoon.

## HOW WE SHOULD ENJOY THE PARKS

Group discussions:

Why we should take part in the park games and entertainments.

Why we should observe safety and traffic regulations.

Why we should place papers and refuse in proper places.

Why we should protect flowers and shrubs in parks or forest preserves.

Why we should use park property carefully.

Listing ways in which children can help to keep the park clean.

Listing the persons employed in the park who serve us.

Telling how we can assist them.

Listening to stories about the value of trees, flowers, shrubbery.

Note on Music: The activities in Music for this unit provide for self-expression, reflecting joy and interest in outdoor life.

Singing songs. Suggestions:

"Buttercups and Daisies." *The Progressive Music Series*. Primary Song Book. Silver, Burdett & Co.

"The Elephant." *Music Hour in the Kindergarten and First Grade*. Silver, Burdett & Co.

Dramatizing "A Day at the Park."

#### DESIRABLE ATTAINMENTS

Growth in the understanding of individual responsibility for health, safety, and cleanliness.

Taking part in healthful and enjoyable games and exercises. Better understanding of safety rules.

Practicing acts of courtesy in the park and on the playground.

Growth in consciousness of the rights of others.

Growth in respect for, and interest in, public property.

Growth in appreciation of the beauty of nature.

#### SUGGESTED MATERIALS FOR PUPILS AND TEACHER

Note: The following materials show the emphasis on child life and experiences in social situations. The teacher should make use of some of them and supplement with materials from magazines, readers, and other sources.

##### Reading and Literature

*Bobby and Jane at the Park*, by Louise Krueger and A. Sondergaard. Gazette Press.

*Chats in the Zoo*, by Theresa Weimer and R. G. Jones. Rand McNally & Company.

*Citizenship Readers*. City and Country. J. B. Lippincott Company.

"Going to the Park."

*Little Bear Stories*, by Frances M. Fox. Rand McNally & Company.

*New Stories*. Child's Own Way Series. Wheeler Publishing Company.

"The Zoo."

### Picture Books

*A Monkey Tale*, by Hamilton Williamson. Doubleday, Doran & Company.

*Lions 'n' Elephants 'n' Everything*, by E. Boyd Smith. G. P. Putnam's Sons.

*Lions, Tigers and Everything*, by Berta and Elmer Hader. Longmans, Green and Co.

*The Picture Book of Animals*, by Isabel Ely Lord. The Macmillan Company.

*Tigers and Things*, by Andy Kauffman. The Macmillan Company.

*Tooky*, by Bertha and Elmer Hader. Longmans, Green and Co.

### Poems

*Everything and Anything*, by Dorothy Aldis. Minton, Balch & Company.

"Lions and Dragons."

"The Puffer."

*Fairies and Friends*, by Rose Fyleman. Doubleday, Doran & Company.

"Snowdrops."

"The Flowers."

"Birds."

*For Days and Days*, by Annette Wynne. Frederick A. Stokes Company.

"The Rhinoceros."

"I Wonder if the Lion Knows."

*Here, There and Everywhere*, by Dorothy Aldis. Minton, Balch & Company.

"Squirrel, Squirrel."

"Lovely Lion."

"The Grasshoppers."

*I Live in a City*, by James S. Tippet. Harper & Brothers.

"The Park."

"Park Play."

*The Poetry Book One*. Rand McNally & Company.

"The Dandelion."

"Grasshopper Green."

"Swimming."

*When We Were Very Young*, by A. A. Milne. E. P. Dutton & Co., Inc.

"At the Zoo."

"The Four Friends."

## Music

Note: Suggested songs are to be used for rote singing.

*The Progressive Music Series*. Primary Song Book. Silver, Burdett & Co.

"Buttercups and Daisies."

"Spring Song."

"The Dandelion."

"The Flowers I Love."

*Music Hour in the Kindergarten and First Grade*. Silver, Burdett & Co.

"The Elephant."

"The Bear."

*The Song Series*. Primer. Laidlaw Brothers.

"The Zoo."

## Lantern Slides

Bureau of Visual Instruction, Board of Education. Chicago.

Secure slides and stereographs selected for Grade Two, "The Parks," which are in the school.

## NOTES

## THE LIBRARY

What It Looks Like

Whom We See There

What We Can Do in the Library

## TEACHING OBJECTIVES

To teach the correct and intelligent use of a civic institution.

To develop an interest in, and a love for, books.

The library is one of the important institutions of the community that leads toward a better and a happier life. It provides opportunities for enjoyment of leisure time and stimulates an interest in reading.

## SUGGESTED APPROACHES

Children and teacher may visit the library if the trip can be made without great inconvenience. Secure permission from the principal and from parents.

Children and teacher may take books from the school library, the public library, or from home.

The teacher may visit the library and tell the children about it.

Children may make booklets. Teacher or pupils may suggest that a place (a classroom library) be provided for the booklets.

The principal and the teacher may select one of the additional suggested units for Grade Two, which are to be found on page 123 of this course of study, if the material for this unit has been covered in another subject in a previous grade.

## SUGGESTED ACTIVITIES TO BRING ABOUT DESIRABLE CHANGES IN HABITS OF THOUGHT, ATTITUDE, CONDUCT, AND CITIZENSHIP

## WHAT IT LOOKS LIKE

Note on Language activities: Provide opportunity for activities that utilize the various forms of expression which have meaning to the child because of his first-hand, vicarious, or creative experiences.

Making experience reading charts. Suggestions :

A Visit to the Library

We went to the library.

We saw the books.

We saw desks, tables, and chairs.

We looked at picture books.

We looked at newspapers.

We looked at magazines.

We saw the large dictionary.

We listened to the "Story Hour."

We watched children draw out books.

We read the signs in the library.

Deciding to have a library.

Group discussions. Suggestions :

What the library building looks like.

The rooms of the library.

What furnishings the library has—shelves, desks, chairs, and tables.

Library books, pictures, and magazines.

Appointing committees to make a library: tables, chairs, shelves, clock, other furnishings.

Measuring for the construction of library furniture.

Estimating width and height of shelves.

Bringing books to school for others to enjoy.

Numbering books.

Finding pages.

Counting books on shelves.

Writing book numbers on cards.

Making book lists.

Saving money to buy a book.

Printing signs for the library. Suggestions: "Silence," "Library."

Making illustrated booklets and picture collections for the library.

Appointing committees to take care of the simple mending and labeling of books.

Discussing how to conduct a library; a "Story Hour."

## WHOM WE SEE THERE

Group discussions. Suggestions :

What the librarian does.

What the children's librarian does.

Other persons who help in the library.

## WHAT WE CAN DO IN THE LIBRARY

Listing what we can do in the classroom library. Suggestions :

Read books.

Read signs.

Look at pictures and picture books.

Look at magazines and newspapers.

Listen to stories.

Apply for cards.

Draw books.

Return books.

Get information.

Use time well.

Making posters advertising library books.

Making posters from book covers.

Planning a method, when the need arises, for withdrawal of books from the library. Suggestions :

Drawing books.

Child's part

Selects book.

Brings book to librarian at desk.

Writes name and number on slip.

Gives slip to librarian.

Librarian's part

Checks number and date on slip.

Places slip in box.

Reading from library books.

Telling the time from the clock in the library.

Telling interesting selections from books to classmates.

Making reading charts about the care of books. Suggestions :

- We open books carefully.
- We open new books carefully.
- We turn pages correctly.
- We keep books clean.
- We put books in proper places.

Learning why people are quiet in the library.

Practicing courtesy by being quiet in the library.

Group discussions about the care of books. Suggestions: clean hands; turning pages carefully; opening new books properly; arranging books on shelves; refraining from dropping books.

#### DESIRABLE ATTAINMENTS

Growing ability :

- To make use of the library, a civic institution.
- To use books properly.
- To co-operate and to assume responsibilities cheerfully.
- To plan and to carry through a unit of work.
- To describe interesting selections to others.

Practice in habits of courtesy in using the library.

Practice in habits of punctuality in returning books.

Stimulation toward more varied and extensive reading; toward reading for pleasure during leisure time.

#### SUGGESTED MATERIALS FOR PUPILS AND TEACHER

Note: The following references show the emphasis on child life and experiences in social situations. The teacher may find this material valuable in realizing the objectives of the unit.

Reading and Literature

*Fact and Story Readers.* Primer. American Book Company.

"The Story Hour."

*Do and Learn Readers.* Our Friends at Home and School. American Book Company.

"The Librarian."

"Our Library."

### Poems

*For Days and Days*, by Annette Wynne. Frederick A. Stokes Company.

"For a Child's Book."

"Who Would Tear a Page."

"My Book Holds Many Stories."

### References for Teachers

"The Community: Specific Phases, Section II. The Library." *The Social Studies in the Primary Grades*, by Grace E. Storm. Chicago: Lyons & Carnahan, 1931. pp. 91-105.

"A Library Project in the First Grade." *The Illinois Teacher*. May, 1931. p. 384.

"The Activity Program and the Teaching of Reading." Bulletin No. 2. Washington, D. C. United States Department of the Interior. Office of Education, 1931. pp. 46-9.

## NOTES

## THE POST OFFICE

The Work of the Post Office  
How the Work Is Carried on  
How We Can Help

## TEACHING OBJECTIVE

To acquaint children with an important means of communication: the post office.

The post office unit introduces the child to an institution that provides for community needs. It is fascinating to the child because of its seeming mysteries. It is important that the child should know how to co-operate with the Post Office Department.

The principal and the teacher may select one of the additional suggested units for Grade Two, which are to be found on page 123 of this course of study, if the material for this unit has been covered in another subject in a previous grade.

## SUGGESTED APPROACHES

The teacher and the group may visit the local post office if the trip can be made without great inconvenience. Secure permission from the principal and from the parents.

The sending of valentines may serve to introduce the post office through the following questions: "What becomes of the valentines after we drop them into the mail box?" "How do they reach the persons to whom they are addressed?"

The teacher may visit the post office and tell the children about it.

## SUGGESTED ACTIVITIES TO BRING ABOUT DESIRABLE CHANGES IN HABITS OF THOUGHT, ATTITUDE, CONDUCT, AND CITIZENSHIP

## THE WORK OF THE POST OFFICE

Note on Language activities: Languages as a means of communication is closely related to the post office, a means of communication.

Composing and reading experience charts. Suggestions:

Our Visit to the Post Office

We visited the post office.  
One of the men told us about the post office.  
He showed us the boxes.  
He showed us the stamps.  
He showed us how stamps were canceled.  
We saw the clerks sorting the mail.  
After the mail was sorted it was put into bags.  
Then the mail was delivered to the homes.

Making lists of things observed at the post office.

Planning to have a post office in the room.

Selecting committees. Suggestions: Committees on buildings, furnishings, mail boxes, collections, and deliveries.

Making signs for the post office. Suggestions: "Stamps," "Air Mail," "Parcel Post," "General Delivery," and so forth.

Making the post office: the building; the windows—stamp, general delivery, parcel post, air mail section; pigeon holes; tables; desks; mail chutes.

Making mail trucks, mail boxes, mail cars, mail planes.

Dramatizing collecting and distributing mail.

Appointing a postmaster, postmen, and clerks.

Collecting mail from room mail box.

Tying mail in bundles.

Placing mail in bags.

Sorting mail.

Canceling stamps.

Delivering mail.

Playing postman.

Making stamps, money, mail bags, envelopes.

Selling stamps, counting money, making change, determining cost of stamps.

Learning about rural free delivery; air mail service; the dead letter office.

## HOW THE WORK IS CARRIED ON

## Learning:

The cost of sending mail: first class, parcel post, air, special delivery.

Who pays the postman?

Who has charge of the mail?

How we can help the government in the delivery of mail.

Reading to find what becomes of mail incorrectly addressed.

Making picture collections and drawings of the following: postman, mail trains, air mail planes, delivering air mail, special delivery boys, and so forth.

Writing letters to children in the room; writing and mailing letters to absent pupils.

Making and mailing greeting cards.

Listening to stories about postal service in the early days of our country: colonial times, stagecoach, pony express.

Making illustrated booklets telling the story of the postal system.

## HOW WE CAN HELP

Making charts telling how to address mail.

Making rules to help the postman. Suggestions:

## Rules for Mail

Wrap packages neatly and tie them well.

Write name and address plainly.

Have the correct address.

Always put on the return address.

Place the stamp in the upper right hand corner.

Solving simple problems involved in mailing letters and packages, such as: the weight of packages and the cost of stamps.

Listening to the suggestions of the Post Office Department as given by the teacher.

## DESIRABLE ATTAINMENTS

Knowledge of the work of the post office.

Knowledge of the correct way of addressing mail.

Knowledge of how to prepare letters and packages for mailing.

Appreciation of the services of the post office.

## SUGGESTED MATERIALS FOR PUPILS AND TEACHER

Note: Here are materials that will enrich the unit. The teacher may add references to primary education magazines.

## Literature and Reading

*All Sorts of Good Stories*, by Eleanor V. Sloan. E. P. Dutton & Co., Inc.

"Freddie and the Postman."

"A Suggestion for Postmen."

*Betty's Letters*, by Rose Lees Hardy and Geneva J. Hecox. Newson & Company.

*Do and Learn Readers*. Our Friends at Home and School. American Book Company.

"The Postman."

"Happy Hour Books," by Charlotte Kuh. The Macmillan Company.

*The Postman*.

"Social Science Readers," by Helen S. Read. Charles Scribner's Sons.

*Billy's Letter*.

*Workers*, by Laura Zirbes and Marian Wesley. Keystone View Company.

"The Post Office."

## Poems and Verses

*All About Me*, by John Drinkwater. Houghton Mifflin Company.

"Postman."

*For Days and Days*, by Annette Wynne. Frederick A. Stokes Company.

"The Letter Man."

"The Postman."

"The Postman is a Happy Man."

*The Pointed People*, by Rachel Field. The Macmillan Company.

"The Old Postman."

### Teachers' References

*Community Life Today and in Colonial Times*, by Daniel J. Beeby. Chicago: Charles E. Merrill Company, 1925.

*Old Post Bags*, by A. F. Harlow. New York: D. Appleton and Company, 1928.

*The Social Studies in the Primary Grades*, by Grace E. Storm. Chicago: Lyons & Carnahan, 1931.

"The Post Office."

Teachers' Guide to Child Development. Bulletin 1930. No. 26. United States Office of Education. Superintendent of Documents, Washington, D. C.

### Music

*Introductory Music*. Music Education Series. Ginn and Company.

"The Postman."

*The Progressive Music Series*. Book One. Silver, Burdett & Co.

"The Postman."

## NOTES

## THE FARM

The People Who Live on the Farm  
The Buildings  
Animals and Plants on the Farm  
How the Farm Serves Us

## TEACHING OBJECTIVES

To acquaint children with life on the farm.

To develop an understanding of how the farmer helps to supply our needs.

To develop an understanding of how the products of the farm are brought to us.

The farm unit shows the relationship between the needs of the home and the neighborhood, with the source of supply to satisfy these needs. This unit makes use of the child's interest in plant and animal life. It enables him either to reproduce familiar experiences of the farm, or to acquaint himself with an environment very different from his own.

The principal and the teacher may select one of the additional suggested units for Grade Two, which are to be found on page 123 of this course of study, if the material for this unit has been covered in another subject in a previous grade.

## SUGGESTED APPROACHES

Such questions as, "Where does the storekeeper get his vegetables? Where does he get his fruits?" may awaken interest in the sources of our food supply.

The children may recall visits to a farm. They may discuss the farm and farm life.

The teacher may place pictures of farm life on the bulletin board.

Plan, if possible, to visit a farm, after securing the permission of the principal and the parents.

## SUGGESTED ACTIVITIES TO BRING ABOUT DESIRABLE CHANGES IN HABITS OF THOUGHT, ATTITUDE, CONDUCT, AND CITIZENSHIP

### THE PEOPLE WHO LIVE ON THE FARM

Note on Language: In order to bring about better understandings of the phases of farm life and to broaden the children's viewpoints, language activities are valuable. The children should be encouraged to discuss farm experiences freely.

Making plans for a real or an imaginary visit to a farm. Suggested sentences may be placed on the bulletin board, one each day.

We are going to visit a farm.

We shall go Wednesday morning.

How shall we get to the farm?

What shall we see there?

Group discussions about the people who live on the farm. Suggestions: the farmer, the farmer's wife, the children, other helpers.

Reading simple stories and poems about the farm. Suggestion: *Grandfather's Farm*. "Social Science Readers." Charles Scribner's Sons.

Voting as a member of the group for the farm games and activities that you wish to play.

Listening to stories from *Work-a-Day Doings on the Farm*. Silver, Burdett & Co.

The teacher may read selections from *The Singing Farmer*. World Book Company.

Making reading charts which recall farm experiences.

### The Family

Mr. Brown was the farmer.

Mrs. Brown was the farmer's wife.

Jack and Betty were the children.

Betty had a rabbit.

Jack had a dog.

Dressing dolls as farmers.

Pantomiming good times on the farm. Suggestions:

Riding horseback.

Feeding chickens.

Gathering eggs.

Wading in the brook.

Swinging in the orchard.

Dramatizing "A Day on the Farm."

Listing ways in which people who live on farms communicate with others.

### THE BUILDINGS

Group discussions about the buildings of the farm. Suggestions: the farmhouse; barn; windmill; silo; garage; chicken house; pigsty; corn crib; wagon sheds; dog house; fences.

Making experience reading charts. Suggestions:

#### The Farm

The farmer's house was white.

There was a red barn and a big windmill.

The windmill went round and round.

We saw the farmer's garden.

There were carrots and beans in the garden.

There were tomatoes in the garden, too.

Mr. Brown said, "I grow them for you."

Making a miniature farm. Constructing houses, barns, fences, windmill, and so forth.

Make signs: "Sunnyside Farm," "Eggs for Sale," "Keep Out."

Making charts that are an outgrowth of the construction of a miniature farm. Suggestions:

We are making a farm.

We made the farmer's house and barns.

We made the chicken house and the fences.

There is wheat growing on our farm.

There are white and yellow chickens on our farm.

We have ducks that swim in the pond.

Planning and giving a farm assembly. Suggestions:

Children may make scenery, animals, wagons, buildings, ponds, and so forth. Children may impersonate the farmer and his family, and other workers on the farm. Songs, games, and dances of birds, butterflies, and flowers, as well as reading charts of experiences in building the farm, may be given.

Listening to:

The Windmill. Victor Record No. 19891.

Songs for Children. Victor Record No. 19831.

Note: The freedom of the farm calls forth the spontaneity of the children. It presents excellent opportunities for encouragement of creative expression, lasting ideals of beauty and harmony in nature, and appreciation of the services of the farm.

#### ANIMALS AND PLANTS ON THE FARM

Note on Nature Study: Opportunities for observation, for recall after excursions, and for nature study activities are meaningful if they are built on interests of children. Awaken the interest. Do not force it.

Children may make experience reading charts as a result of a real or an imaginary visit to the farm. Suggestions:

##### Our Ride to the Farm

We went to the farm.

We saw the blue sky and the green grass.

We saw cows and horses.

It was fun.

Group discussions after a visit to the farm. Suggestions:

##### The Animals

The work they do.

The foods they eat.

Observing the various fields of the farm, such as the wheat, corn, oats, meadow, and pastures.

Discussing the care of farm animals. Suggestions: regular meals, exercise, warm beds of straw, clean houses.

Discussing how vegetables are planted, grown, and harvested.

Distinguishing between vegetables that grow in the ground and those that grow on the plants.

Planting seeds.

Watching seeds grow.

Caring for plants.

Gathering flowers and seeds.

Modeling animals, vegetables, and fruits.

Making booklets of farm animals and their foods.

Singing and playing, "Oats, Peas, Beans, and Barley Grow."  
*A Child's Book of Songs*. American Book Company.

Imitating the calls of farm animals.

#### HOW THE FARM SERVES US

Listing the foods that we get from the farm.

Telling how foods are brought to us.

Discussing, simply, the foods that farm animals give us.

Making a reading chart. Suggestions:

##### How We Get Our Food

The farmer has a big truck.

He must get up early to bring us fresh vegetables.

Vegetables are good to eat.

Measuring ingredients for making butter.

Making an experience reading chart. Suggestions:

##### Making Butter

The milkman brought the cream.

We put the cream in a jar.

We took turns in whipping it.

Soon the butter came.

We sang, "Come, butter, come."

Memorizing:

"Come, butter, come.  
Come, butter, come.  
Peter's at the garden gate  
Waiting for a butter cake.  
Come, butter, come."

Making problems based on farm experiences (within numerical limits set in Arithmetic Course of Study, Grade Two).

#### DESIRABLE ATTAINMENTS

Growing understanding of:

The importance of transportation and communication in connecting farm and city life.

The contributions of the plant and the animal world to city life.

Appreciation of the services of the farmer in supplying our needs.

Pleasure in seeing plants and animals.

Enjoyment of outdoor life.

Growing appreciation of beauty in nature.

Ability to name some of the common plants and animals found on the farm.

Understanding of the steps in the bringing of food from the farm to the home.

Knowledge of how the farm animals live in their natural environment.

Growing feeling of responsibility for the care of plants and animals.

Attitude of kindness and sympathy toward helpful plants and friendly animals.

Growing ability to express ideas gained through experiences in any intelligent way.

#### SUGGESTED MATERIALS FOR PUPILS AND TEACHER

Note: The teacher may find materials in this list that will enrich the study of the farm.

## Reading and Literature

*At the Farm.* Real Life Readers. Charles Scribner's Sons.

*At Home.* Real Life Readers. Charles Scribner's Sons.

*Good Companions.* Newson & Company.

"A Visit to the Country: A Play."

*Good Times on the Farm,* by E. Ethel Dietz. Newson & Company.

*Little Farmers,* by Rose Lees Hardy and Geneva J. Hecox. Newson & Company.

*On the Farm,* by Ruby Hart. The P. F. Volland Company.

*Surprise Stories.* Child's Own Way Series. Wheeler Publishing Company.

*The Country Book,* by E. Boyd Smith. Frederick A. Stokes Company.

*The Farm Book,* by E. Boyd Smith. Houghton Mifflin Company.

*The Singing Farmer,* by James S. Tippet. World Book Company.

*The Story of Milk,* by Laura Zirbes and Marian Wesley. Keystone View Company.

*Work-a-Day Doings on the Farm,* by Emma Serl. Silver, Burdett & Co.

## Poems and Verses

*A Child's Garden of Verses,* by Robert L. Stevenson.  
"Farewell to the Farm."

*Joan's Door,* by Eleanor Farjeon. Frederick A. Stokes Company.

"City Streets and Country Roads."

*Ring-A-Round,* by Mildred P. Harrington. The Macmillan Company.

"On the Farm."

*Taxis and Toadstools,* by Rachel Field. Doubleday, Doran & Company.

"Vegetables."

*In the Nursery.* "My Book House." The Book House for Children.

"Little Wind."

"Over in the Meadow."

"The Clucking Hen."

"Who Likes the Rain?"

"Baby Seed Song."

"The Moo Cow Moo."

"The Twin Lambs."

"Come Little Leaves."

## Visual Aids

### Picture Books

*Angus and the Cat*, by Marjorie Flack. Doubleday, Doran & Company.

*Angus and the Ducks*, by Marjorie Flack. Doubleday, Doran & Company.

*Johnny Crow's Garden*, by L. Leslie Brooke. Frederick A. Warne & Co.

*The Tailor and the Crow*, by L. Leslie Brooke. Frederick A. Warne & Co.

*The Farmer in the Dell*, by Berta and Elmer Hader. The Macmillan Company.

### Pictures

Feeding the Hens. Millet.

Woman Churning. Millet.

Cows and Milkmaid. Chapelet.

Geese and Barnyard. Chapelet.

Ploughing. Chapelet.

Geese in Water. Koester.

The Rooster. Winkelmann.

Bureau of Visual Instruction, Board of Education, Chicago.

Motion Picture Film, NF14, "The Farm."

Secure slides and stereographs selected for Grade Two, "The Farm," which are in the school.

## ANNIVERSARIES AND HOLIDAYS

Hallowe'en  
Thanksgiving  
Christmas  
Valentine's Day

## TEACHING OBJECTIVES

## Hallowe'en

To teach children how to enjoy Hallowe'en without harming persons or property.

## Thanksgiving

To develop a feeling of thankfulness and appreciation for the pleasures and comforts of home and community.

To stimulate a joy in sharing with others.

## Christmas

To develop the idea of Christmas as a time of happiness, love, generosity, and unselfish giving.

To develop a joyous, happy Christmas spirit.

## Valentine's Day

To encourage thoughtfulness for others.

To stimulate joy in giving and in receiving valentines.

Note: Pupils of this grade may participate in assembly celebrations for Washington's and for Lincoln's Birthday.

## SUGGESTED ACTIVITIES

## Hallowe'en

Making witches, jack-o'-lanterns, pumpkins, caps, for decorations.

Planning pleasant surprises for others.

Discussing how to enjoy Hallowe'en without injuring persons or property.

Playing games, singing songs.

## Thanksgiving

Collecting and bringing to class, pictures of Pilgrims and other appropriate Thanksgiving pictures.

Making slides of Pilgrim and Indian children. See Directions of the Bureau of Visual Instruction, Board of Education.

Making blackboard drawings to illustrate Pilgrim life.  
Making a Pilgrim village.

Making collars, cuffs, hats, and bonnets to illustrate Pilgrim costumes.

Planning and carrying out a simple program for the classroom or the assembly.

Making and dressing dolls in Pilgrim and Indian costumes.  
Helping to prepare Thanksgiving baskets.

Bringing money for the School Children's Aid Society.

## Christmas

Making illustrated booklets, cards, calendars, bookmarks.

Planning and making gifts for members of the family.

Planning a Mother Goose Parade.

Writing invitations to persons to view the parade. Be sure to invite grandmother.

Having the parade.

Making decorations for the Christmas tree.

Decorating the Christmas tree.

Decorating the room.

Making Santa Claus caps.

Making rhymes about Santa Claus.

Playing Santa Claus. Suggestions: making presents for Santa's bag; distributing gifts.

Memorizing poems.

## Valentine's Day

Discussing why we send valentines; how to send them.

Visiting the store to see valentines.

Making valentines.

Playing postman and distributing valentines.

## SUGGESTED MATERIALS FOR PUPILS AND TEACHER

Note: The following stories, poems, and songs offer suggestions for the celebration of holidays. The teacher should consult the Textbook List for the grade, the Supplementary Book List, and the material that may be secured at the Teachers' Room, Chicago Public Library, as well as the Anniversary and Holiday Reference List accompanying this course of study.

## Hallowe'en

## Stories

*Hallowe'en Fun*, by Louise Krueger and A. Sondergaard. Gazette Press.

*Happy Holidays*, by Frances G. Wickes. Rand McNally & Company.

"The Queer Company."

*In the Nursery*. "My Book House." The Book House for Children.

"Teeny-Tiny."

*The Story of a Pumpkin*, by Louise Krueger and A. Sondergaard. Gazette Press.

## Poems

*For Days and Days*, by Annette Wynne. Frederick A. Stokes Company.

"Hallowe'en."

"Old Witch Riding By."

*Peacock Pie*, by Walter de la Mare. Henry Holt & Company.

"Some One."

*The Poetry Book Two*. Rand McNally & Company.

"A Hallowe'en Meeting."

## Songs

*A Child's Book of Songs*. American Book Company.

"Hallowe'en."

*First Book of Songs*. American Book Company.

"Hallowe'en."

## Thanksgiving

## Stories

*Elson Basic Readers.* Book Two. Scott, Foresman & Co.

"A Doll's Thanksgiving Dinner."

*The Field Second Reader.* Ginn and Company.

"The Pilgrims."

*The Lincoln Readers.* Second Reader. Laurel Book Co.

"The Turkeys."

"Two Little Pilgrim Babies."

"The First Washing Day."

*The Silent Readers.* Second Reader. The John S. Winston Company.

"Thanksgiving Day."

## Poems

*Highdays and Holidays*, by Florence Adams and Elizabeth McCarrick. E. P. Dutton & Co., Inc.

"We Thank Thee."

*The Field Second Reader.* Ginn and Company.

"Something to be Thankful for."

"Giving Thanks."

*The Poetry Book Three.* Rand McNally & Company.

"Thanksgiving Day."

## Songs

*Lyric Music Series.* First Reader. Scott, Foresman & Co.

"A Hymn of Thanks."

*The Progressive Music Series.* Book One. Silver, Burdette & Co.

"A Song of Praise."

*The Music Hour.* First Book. Silver, Burdett & Co.

"Thanksgiving."

*First Book of Songs.* American Book Company.

"Thanksgiving Day."

## Christmas

## Stories

*Stories of Animals and Other Stories.* American Book Company.

"A Christmas Dinner."

*The Winston Companion Reader.* Second Book. The John C. Winston Company.

"The Christmas Tree."

*The Open Door.* Book Two. Newson & Company.

"The Live Christmas Tree."

## Poems

*For Days and Days,* by Annette Wynne. Frederick A. Stokes Company.

"Work Wanted."

"Great White World."

*The Field Second Reader.* Ginn and Company.

"The Christmas Tree."

"Christmas Song."

*The Lincoln Readers.* Second Reader. Laurel Book Co.

"Santa Claus."

## Songs

*First Book of Songs.* American Book Company.

"Christmas Hymn."

*A Child's Book of Songs.* American Book Company.

"The Christmas Tree."

"Christmas Carol."

*The Progressive Music Series.* Book One. Silver, Burdett & Co.

"Dear Old Santa Claus."

"December."

*Songs for Little Children.* Board of Education, Chicago.

"Santa Claus and His Toys."

"Dear Old Santa Claus."

## Valentine's Day

## Stories

*The Silent Reader*. Second Book. J. B. Lippincott Company.

"Saint Valentine."

*A Valentine Surprise*, by Louise Krueger and A. Sondergaard. Gazette Press.

## Poems

*For Days and Days*, by Annette Wynne. Frederick A. Stokes Company.

"The Postman."

"Hearts Were Made to Give Away."

*Highdays and Holidays*, by Florence Adams and Elizabeth McCarrick. E. P. Dutton & Co., Inc.

"A Song."

## Songs

*The Progressive Music Series*. Book One. Silver, Burdett & Co.

"Valentine Song."

"A Recipe for a Valentine."

"Saint Valentine's Day."

*The Progressive Music Series*. Book Two. Silver, Burdett & Co.

"A Valentine for Grandma."

*The Music Hour*. First Book. Silver, Burdett & Co.

"Valentine's Day."

SOCIAL SCIENCE  
GRADE THREE

GRADE THREE



CHICAGO PUBLIC SCHOOLS

SOCIAL SCIENCE

GRADE THREE

LIVING IN THE HOME

How We Should Conduct Ourselves  
How We Should Take Care of Our Health  
Other Ways to Make Home a Happy Place

LIVING IN THE SCHOOL

What to Know  
What to Be  
What to Do

LIVING IN THE NEIGHBORHOOD

Who the Neighborhood Workers Are  
What the Neighborhood Advantages Are  
Public Buildings and Grounds  
Kinds of Recreation We Have  
How We May Travel  
Safety and Conduct on the Street  
How Weather and Seasons Affect Life  
Directions and Distances

LIVING IN ANOTHER LAND

LIVING IN CHINA

How the Chinese Look  
Where They Live  
What They Eat  
What They Wear  
How They Play  
The Work They Do  
How They Travel  
Some of Their Customs

ANNIVERSARIES AND HOLIDAYS

Hallowe'en  
Thanksgiving  
Christmas  
Lincoln's Birthday  
Valentine's Day  
Washington's Birthday



## LIVING IN THE HOME

How We Should Conduct Ourselves

How We Should Take Care of Our Health

Other Ways to Make Home a Happy Place

## TEACHING OBJECTIVES

To develop an appreciation and a personal pride in the home.

To develop an attitude of self-control, and a recognition of the rights of others in the home.

To create a feeling of responsibility for the pupil's own health.

This unit emphasizes the gradual transition from individual interests to group interests through activities that stress a minimum of individual interest and a maximum of group interests. Success in such co-operative enterprises involves the spirit of helpfulness, the practice of habits of responsibility, tolerance of the ideas of others, and appreciation of the abilities and contributions of others.

Activities within the child's comprehension enable him to think, to plan, and to work more independently. Such activities help him to form desirable habits and to acquire appreciations and attitudes.

Under the guidance of the teacher, the child gradually recognizes standards. What is meant by desirable behavior becomes very real, clear, and emphatic in his mind. When he shapes his behavior according to standards, he has developed ideals of behavior that are his own. By repetition of acts that strengthen these ideals he becomes sensitive to his own and to other's observance of standards in group relations.

## SUGGESTED APPROACHES

A picture display of homes in various countries of the world may introduce the unit.

"Child Welfare" lantern slides H65, H66, H69, H72, H73, Bureau of Visual Instruction, Board of Education, may be shown.

Children may tell of amusements and games in the home.

## SUGGESTED ACTIVITIES TO BRING ABOUT DESIRABLE CHANGES IN HABITS OF THOUGHT, ATTITUDE, CONDUCT, AND CITIZENSHIP

### HOW WE SHOULD CONDUCT OURSELVES

Listing ways in which we can conduct ourselves properly.

Suggestions:

Obeying necessary rules and regulations.

Controlling temper.

Keeping promises.

Being responsible.

Using correct table manners.

Avoiding finding fault.

Cultivating a courteous, gracious, happy manner.

Using property carefully.

Group discussions:

Why we should pay the very highest courtesy to the persons in our own homes.

How you would like it, if everybody acted as you do.

Showing how these statements are true:

"If your best manners are in everyday use you will never be rude to strangers."

"You will act all right if your thoughts are kind and gentle."

Discussing

"He knocked against me as he passed,

And almost made me fall,

But when he said, 'Excuse me, please,'

It didn't hurt at all."

Here are some duties of children in the home. You may add five others.

1. Running errands.
2. Putting away clothing.
3. Setting the table.
4. Taking care of younger children.
5. Washing dishes.

Telling when to use any of the following: "If you please," "Thank you," "How do you do?" "Good morning," "Good night."

Discussing humane treatment of animals and birds. Do you agree that people who are kind to animals make better citizens? Give illustrations to prove your answer.

Practicing good citizenship with regard to private property. Suggestions: returning borrowed articles promptly; refraining from running on lawns and trampling shrubbery; keeping clothing neat and clean; observing care of toys; caring for home furniture.

Dramatizing telephone courtesy. When you ask for a number say "please," and give your number at once. Be courteous when you answer the telephone. Do not become angry if the operator makes a mistake.

Making illustrated booklets showing kindness and helpfulness to others, in the care of toys and in unselfishness with playthings.

Listening to "Which Loved Best?" and "A Boy's Mother," *The Poetry Book Three*. Rand McNally & Company.

## HOW WE SHOULD TAKE CARE OF OUR HEALTH

Group discussions:

Why we should take pride in good health.

Why it is wise to be healthy.

Importance of keeping hands and nails clean, to look better and to prevent soiling things. Read "Clean Hands,"

*My Health Habits*. Book One. Rand McNally & Company.

Learning and discussing a "Health Creed."

Playing cafeteria.

Constructing a cafeteria with boxes or paper.

Cutting and mounting pictures of foods from magazines.

Making price tags.

Choosing menus for breakfast, luncheon, and dinner.

One child acts as cashier.

Children act as customers.

Practice is given in addition and subtraction through buying, selling, and making change.

## OTHER WAYS TO MAKE HOME A HAPPY PLACE

Planning an assembly program showing how you may make home a happy place. Suggestions:

Dramatizing a story hour.

Playing games.

Listening to music.

Reading.

Having a party.

Visiting.

Making booklets. Pasting pictures of homes cut from magazines in the booklets.

Making rooms of the home. Making furniture and furnishings.

Singing songs:

"My Mother's Eyes," *Songs for Little Children*. Board of Education.

Playing games showing activities in the home. One child pantomimes what mother is doing. The one who guesses correctly may pantomime next.

Group discussions:

What is meant by playing fair?

Is it fair to the other members of the family to shirk particular tasks that you are expected to perform?

How fair play is shown by being truthful and honest.

Kindness in the home, cheerful obedience, making others happy.

Practicing habits of thrift. Suggestions: Turning off the gas and electricity when not needed, avoiding waste of food, keeping clothes cleaned and pressed, repairing clothing, books, and so forth.

Saving a part of spending money for some definite object.

Adding the pennies and nickels that you spent recently which might have been put into toy banks or coin boxes.

Telling how you might practice thrift in the use of money spent for candy, gum, and moving pictures.

Telling the different ways in which you can help your parents to save.

Discussing the value of a savings account. Telling how pennies grow to quarters.

Writing short stories describing your home. Illustrate with drawings or kodak pictures.

Listing ways in which you may show courage. Examples: Going to the dentist and the doctor when necessary; standing on your own feet.

Telling how the following acts show reverence: looking for good in others, imitating noble characters, respecting older people, listening to, and heeding the advice of older people.

#### DESIRABLE ATTAINMENTS

Growing knowledge and appreciation of the home in everyday life.

Prompt and agreeable obedience to necessary rules and regulations.

Growing tendencies to act in helpful and useful ways.

Growing habits of punctuality, courtesy, neatness, orderliness, fairness, honesty, self-control, self-respect, and reliability.

Increasing power to judge conduct and work honestly.

Growing ability to regulate habits with respect to economy, health, and safety.

Increasing tendencies to act simply and naturally in group situations.

Growing appreciation of the beauty of correct human conduct.

#### SUGGESTED MATERIALS FOR PUPILS AND TEACHER

Note: The following references show the emphasis on child life and experiences in social situations. The teacher may find these and other similar books on the approved lists valuable in realizing the objectives of the unit.

## Reading and Literature

*Bobby and Betty at Home*, by Katharine E. Dopp. Rand McNally & Company.

*Child Library Readers*. Book Three. Scott, Foresman & Co.

"The Land of I Forgot."

*Learn to Study Readers*. Book Three. Ginn and Company.

"Courtesy."

"Making Introductions."

"Rules About Eating."

*My Health Habits*. Book One. Rand McNally & Company.

*The New Winston Third Reader*. The John C. Winston Company.

"When You Play."

"For a Rainy Day."

*The Lincoln Readers*. Third Reader. Laurel Book Co.

"Scalp Hunting."

"Relay Game."

"A Rainy Day Game."

"The Thread Game."

"An Automobile Race."

*Pathway to Reading*. Third Reader. Silver, Burdett & Co.

"The Selfish Giant."

"The Unloved Cat."

## Poems and Verses

*The Poetry Book Three*. Rand McNally & Company.

"A Boy's Mother."

"Rock-a-by Lady."

"Which Loved Best?"

## Music

Note: Use selections for rote singing.

*A Child's Book of Songs*. American Book Company.

"London Bridge."

"How D'ye Do, My Partner."

*Songs of Childhood.* Music Education Series. Ginn and Company.

“Round and Round the Village.”

“The Farmer in the Dell.”

*The Music Hour.* First Book. Silver, Burdett & Co.

“Slumber Song.”

“Lullaby.”

“Grandma.”

*The Progressive Music Series.* Book One. Silver, Burdett & Co.

“Little Sister’s Lullaby.”

“By-lo Baby Bunting.”

#### Visual Aids

Bureau of Visual Instruction, Board of Education. Chicago.  
H68 The Al American Boy and Girl.

Secure slides and stereographs selected for Grade Three, “Living in the Home,” which are in the school.

## NOTES

## LIVING IN THE SCHOOL

What to Know

What to Be

What to Do

## TEACHING OBJECTIVES

To develop an understanding of school citizenship.

To inculcate the desire in each of the pupils to be a good school citizen.

To plan and carry out activities that will promote good school citizenship.

It is the province of the school to get the young child started right in his civic growth; to cultivate correct attitudes toward civic relations and responsibilities; to direct the child in thought and action to a constantly increasing awareness of his responsibilities as a member of social groups. The school unit should provide activities that afford practice in desirable personal and social habits as well as make for an interpretation of the problems of social life that the child meets daily. Many opportunities for talking over problems and for frank expression of opinion should be given to provide for clarification of ideas and feelings, and for practice in genuine thinking.

## SUGGESTED APPROACHES

The teacher and pupils may discuss problems of social living in the school.

The teacher and pupils may plan activities, formulate standards, and measure accomplishments. Practice and satisfaction in attaining standards make the pupils conscious of their reactions and the reactions of others to standards. Thus attitudes are formed.

## SUGGESTED ACTIVITIES TO BRING ABOUT DESIRABLE CHANGES IN HABITS OF THOUGHT, ATTITUDE, CONDUCT, AND CITIZENSHIP

### WHAT TO KNOW

#### Group discussions:

The relationships of principal, teachers, fellow pupils, and other workers to pupils.

Proper conduct in corridors, in lavatories, in the playground, in the assembly, during fire drill.

Giving illustrations showing how the principal secures co-operation among the various rooms of the school, between the home and the school, between teacher and pupils.

Learning the Pledge to the Flag.

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation, indivisible, with liberty and justice for all."

#### Reading:

"Flag Etiquette," *Child-Story Readers*. Third Reader. Lyons & Carnahan.

Dramatizing group activity in case of fire at school.

Formulating and printing rules about the care of school property. Consider the following items about room property: order and care of desks; care of floors, blackboards, bookcases, bulletin board; care of books, chalk, erasers, and other materials. Consider the following items about the interior of the building: care of stairs, corridors, lavatories, walls. Consider the following items about the exterior of the building: care of walls, walks, lawns, shrubbery, playground.

Opportunities for stressing individual responsibility should be utilized. Children should be led gradually to understand the reasons for obedience and responsibility to social laws.

Naming examples of private and public property used in school: e. g., pupil's penholder vs. school pens; pupil's pencil vs. school chalk.

## WHAT TO BE

Making a self-rating card. Children list items in question form so that the answer to each may be either "yes" or "no." Items such as the following may be listed.

- Do I come to school in time?
- Am I orderly without being watched?
- Do I finish a task that I set out to do?
- Do I work neatly?
- Do I hand in my work in time?
- Do I work and play well with others?
- Do I take corrections kindly?
- Am I fair in work and play?
- Do I tell the truth?
- Do I keep my word?

Making and illustrating booklets of citizenship habits. Suggestions: A booklet may contain pages which illustrate courtesy and consideration for others. Items such as the following may be considered:

- Greeting others graciously.
- Thoughtfulness for visitors, younger children, older persons.
- Politeness at drinking fountains.
- Politeness in opening and in closing doors.
- Waiting until recognized before speaking.
- Listening to others.
- Making contributions to class discussions courteously.
- Passing quietly and orderly in rooms and corridors.

## Group discussions:

- How acts of bad citizens limit the privileges of all.
- Always being in time.
- Keeping materials orderly.
- Working well during study periods saves time.
- It is courteous to be punctual.
- Listing reasons why children are late for school. Discussing how to overcome each reason for tardiness.
- Constructing and giving a simple playlet involving the careless breaking of a school window. Introduce the element of conflict between right and wrong.

## WHAT To Do

## Group discussions:

Why we should wish to observe school rules and regulations.

How we can practice habits of good school citizenship, such as participating in school activities, developing leadership, assuming responsibility for safety of self and others.

## Forming a Good Citizen's Club.

Choosing officers.

Planning and carrying out activities. Suggestions:

Making new pupils comfortable.

Caring for room in teacher's absence.

Decorating room for holidays.

Planning and giving programs.

Obedying signals promptly.

Conducting regular desk cleaning periods.

Taking care of floor under and around desks.

Caring for lockers or cloakroom.

Caring for school plants.

Watching speech of self and others.

Regulating lunchroom conduct.

Planning games for recess periods for classmates, and for children of other rooms. Keeping scores for games.

Appointing committees to see that the outside of the school building is kept in proper condition: e. g., yards free from paper, windows in good condition, building free from markings.

Sharing materials with others. (Keep ideas of fractional parts within limits of the Course of Study in Arithmetic for the grade.)

Observing the effects of care on books, desks, building, and grounds.

Earning money for the School Children's Aid Society.

Collecting money for the School Children's Aid Society.

Group discussions:

What does it mean to play fair in school work?

Opportunities for fairness on the playground.

Older pupils must set good examples of conduct and speech for younger children.

Habits which spread disease: exchanging bits of candy, gum, fruits, whistles, or anything that has been in another's mouth; putting pencil and money in the mouth.

Reading:

"Do the Best You Can," *The Poetry Book Three*. Rand McNally & Company.

DESIRABLE ATTAINMENTS

Cheerful and immediate response to rules and regulations.

Growing habits of co-operation, courtesy, punctuality, self-control, reliability, respect for the rights of others, care of public and private property.

Desire to contribute to the welfare of the group.

Growing satisfaction in high standards of conduct and quality of work.

Tendencies toward honest expression of opinion and respect for the opinions and ideas of others.

Growing ability to think clearly by: purposeful planning; seeking and using sources of information; evaluating materials; bringing purposes to a satisfactory ending; making simple generalizations.

SUGGESTED MATERIALS FOR PUPILS AND TEACHER

Note: The following references show the emphasis on child life and experiences in social situations. The teacher will utilize the references as she sees fit to realize the objectives of the unit.

## Reading and Literature

*Better Living for Little Americans*, by Edith W. Lawson.  
Beckley-Cardy Company.

"Please Excuse Me."

"Tardy Jane."

*Citizenship Readers*. Good Citizen's Club. J. B. Lippincott Company.

"Good Citizen's Club."

"Kind Deeds."

*Fact and Story Readers*. Book Three. American Book Company.

"Safety First for Little Citizens."

"Respect for Our Flag."

"The Rescue of Old Glory."

*Safety First for Little Folks*, by Lillian M. Waldo. Charles Scribner's Sons.

"Dotty Goes to School."

"Safety Lessons."

## Poems

*The Poetry Book Three*. Rand McNally & Company.

"Do the Best You Can."

"The Flag Goes By."

## Music

Note: The following suggestions offer opportunities for rote singing.

*Songs of Childhood*. Music Education Series. Ginn and Company.

"Morning Wishes."

*The Progressive Music Series*. Book One. Silver, Burdett & Co.

"Four Boys."

*The Music Hour*. First Book. Silver, Burdett & Co.

"Good Morning."

"When Children Say Good Morning."

*The Music Hour.* Second Book. Silver, Burdett & Co.  
"Saturdays."  
"Don't Give Up."  
"Tick Tock."

#### Visual Aids

Bureau of Visual Instruction, Board of Education. Chicago.  
H356B. "How to Honor the Flag of the United  
States."

## NOTES

## LIVING IN THE NEIGHBORHOOD

Who the Neighborhood Workers Are  
What the Neighborhood Advantages Are  
Public Buildings and Grounds  
Kinds of Recreation We Have  
How We May Travel  
Safety and Conduct on the Street  
How Weather and Seasons Affect Life  
Directions and Distances

## TEACHING OBJECTIVES

To acquaint the children with the neighborhood in which they live.

To develop a better understanding of the duties of workers, and a knowledge of their contributions to needs, protection, comforts, and happiness.

To arouse civic pride in the beauty of public grounds and buildings.

To develop a better understanding of safety and conduct on the street.

To acquaint children with the varied means of transportation available in the neighborhood.

To stimulate and cultivate habits of observation in the study of climatic and seasonal changes, directions, and distances.

This unit provides for a wider acquaintance with the neighborhood and its workers than did the neighborhood studies of Grades One and Two. It is intended that the ideas of personal and group responsibility be stressed in Grade Three by cultivating attitudes of personal and group responsibility for cooperation, pride, and interest.

## SUGGESTED APPROACHES

Informal telling of experiences with the workers of the neighborhood may introduce the unit.

Celebration of a Fall Festival may stimulate interest and curiosity in the trees and flowers common to the neighborhood.

Pictures (stereoptican) of residential streets, industrial and manufacturing sections of the city may be shown.

A weather chart may be displayed.

## SUGGESTED ACTIVITIES TO BRING ABOUT DESIRABLE CHANGES IN HABITS OF THOUGHT, ATTITUDE, CONDUCT, AND CITIZENSHIP

### WHO THE NEIGHBORHOOD WORKERS ARE

Group discussions:

The persons in the neighborhood who provide for our food: the grocer, baker, milkman.

The persons who provide for our clothing: the merchant clothiers.

The persons who provide for our shelter: carpenter, bricklayer, plumber, electrician.

The persons who provide for our protection: fireman, policeman.

Constructing a play city and its characters.

Impersonating:

The characters of a play city.

The telephone girl and her activities (after an excursion to a telephone exchange).

Pantomiming neighborhood workers and protectors.

Illustrating the activities of neighborhood workers and protectors.

Shopping for mother. Problems in purchasing food, in making change, in adding accounts.

Solving concrete problems involved in the purchase of milk at school.

Showing pictures of the neighborhood workers in order to encourage children to relate incidents in connection with workers and their duties.

Taking trips to places of interest. Discussing observations of the places visited.

Singing:

"The Organ Man." *Songs of Childhood*. Music Education Series. Ginn and Company.

"The Weather Vane." *First Book of Songs*. American Book Company.

"The Fireman." *The Music Hour*. First Book. Silver, Burdett & Co.

#### WHAT THE NEIGHBORHOOD ADVANTAGES ARE

Group discussions:

How the neighborhood provides for telephone, telegraph, mail, newspaper, and radio service.

How the neighborhood provides for street lighting, and for transportation.

Making lists of suggestions for the proper use of neighborhood advantages.

#### PUBLIC BUILDINGS AND GROUNDS

Giving simple descriptions of public buildings: churches, schools.

Reading:

"Public Buildings," *Learn to Study Readers*. Book Three. Ginn and Company.

#### KINDS OF RECREATION WE HAVE

Making lists of ways in which the neighborhood provides for our enjoyment.

Illustrating neighborhood games played by children: playing ball, playing marbles, jumping rope, skating.

Listening to:

*Ring-A-Round*, by Mildred P. Harrington. The Macmillan Company.

"Birds, Beasts and Flowers."

"The Year Around."

Making preparations for a trip to a park or to a forest preserve. Listing the articles needed for the trip.

Taking care of luncheon, transportation, expenses.

Writing an invitation to a friend to accompany the group on a trip to a park.

Soliciting oral compositions from the children as a result of the excursion to a park.

Writing simple paragraphs on topics related to neighborhood excursions. Suggestions:

Games played at the park.

A ride on the pony.

Almost an accident.

Studying trees and shrubbery common to the neighborhood.

Learning to identify familiar birds of the neighborhood. (See Science and Nature Study Course for Grade Two.)

Providing foods for birds during winter.

Recognizing and studying common vegetables and fruits: their uses as food; their contributions to health.

#### HOW WE MAY TRAVEL

Discussing the various means of transportation that serve in promoting safety, comfort, and convenience in the neighborhood.

Telling about:

A trip in an automobile or a bus.

Reading "Stop and Go" signs.

Making a frieze illustrating the ways we may travel in the neighborhood. Suggestions: foot, bicycle, street car, automobile, train, boat, airplane.

Giving the rules for pedestrians in crossing streets.

#### SAFETY AND CONDUCT ON THE STREET

Composing a set of safety rules to be memorized and obeyed.

Listing the most important things to remember regarding safety; street conduct; protection of property.

Relating stories about safety as a means of understanding the work done by neighborhood protectors.

Relating an experience with the patrol boy.

Reading:

"Safety First," *The Pathway to Reading*. Second Reader. Silver, Burdett & Co.

"Accidents," *Learn to Study Readers*. Book Three. Ginn and Company.

Group discussions:

Dangers caused by children dashing into the street.  
Crossing at intersections.

Responsibility of older children for younger.

Dangers of snowballing.

Courtesy on the street: walking on the right side of the sidewalk; avoiding pushing, loud talking and laughing.

Why we should be proud of our neighborhood.

Interesting features noted in a walk through the neighborhood: homes, lawns, trees, shops.

Value of obedience: safety depends on obedience, necessity of obeying traffic policemen, patrol boys, and traffic lights.

Courtesy to neighbors; discussing the annoyance of ringing door bells needlessly, playing on porches and outer stairs, throwing missiles of any kind, running over grass plots, playing ball near windows.

Dramatizing "Courtesy on the Street." Suggestions:

Consider the correct procedure of walking on the sidewalk; of crossing the street; the correct ways of carrying an umbrella in a crowd.

Dramatizing "A Busy Street Corner."

Impersonating the traffic officer and dramatizing safety lessons.

Planning and carrying out a campaign for "Clean Up Week."

Writing simple stories for a "Clean Up Week" booklet; a safety booklet.

## HOW WEATHER AND SEASONS AFFECT LIFE

Group discussions:

Autumn: leaves fall, trees bare.

Winter: colder days, shorter daylight, snow.

Spring: longer daylight, rain, winds.

Summer: sunshine, greater heat, abundant foliage.

Giving observations of daily weather conditions. Note (1) the temperature; (2) direction of wind; (3) force of wind—calm, light, strong; (4) sky; (5) rain or snow.

Writing simple stories. Suggestions:

Autumn days

Fun in winter

March winds

A rainy afternoon

Playing on the beach

Measuring in the making of individual weather charts.

Listening to:

*Everything and Anything*, by Dorothy Aldis. Minton, Balch & Company.

"Clouds."

"The Rain."

"Snow."

"Winter."

Reading, "My Shadow," and "Autumn Fires," by Robert Louis Stevenson.

## DIRECTIONS AND DISTANCES

Locating directions: in the school; during excursions.

Giving the address and location of the home.

Giving the distance and direction of the home from the school.

Calculating the distance, in blocks, that a child walks to and from school each day; each week.

Determining the number of blocks in a mile, a half mile, a quarter mile.

Comparing temperatures indoors and outdoors.

Reading the thermometer. Interpreting the readings as warm, cold, chilly, and so forth.

Telling directions of winds by observing smoke from chimneys, swaying of trees, the weather-cock.

Telling what the sun does for us.

Observing the sun's place in the sky when coming to school, at noon, and at evening.

Making a shadow stick, for garden or school yard.

Obtaining ideas of local direction from the position of the sun in the morning and at night.

Finding how shadows show direction: in games; in going back and forth to school.

Observing at appropriate times throughout the school year, changes in games, foods, clothing, birds, and animals. Relating these changes to the sun and to temperatures. Learning from these and similar observations the meaning of spring, fall, summer, winter.

Making booklets from pictures collected from newspapers and magazines to illustrate storms, rain, and wind.

#### DESIRABLE ATTAINMENTS

Understanding of neighborhood life and interests through a knowledge of familiar workers and their contributions to needs, protection, and happiness.

Appreciation of the fact that many persons contribute to the welfare of the community, in business as well as in social service.

Knowledge of the duties of public guardians.

Knowledge of the protection and aid that we may expect from public guardians.

Knowledge of the opportunities for recreation in the neighborhood.

Appreciation of the beauties of the neighborhood.

Respect for efficient and faithful community workers.

Respect and obedience for law and order.

Desire to promote order, helpfulness, cleanliness, and interest in the neighborhood.

Co-operation in protecting public property: streets; walks; lamp posts.

Strengthening of the sense of responsibility for the care of public property.

Knowledge of the dangers of the street.

Attitude of responsibility for the safety of self and others.

Ability to make simple conclusions, based on observations, of effects of the season and the weather on the life of the community.

Ability to know simple directions and distances.

#### SUGGESTED MATERIALS FOR PUPILS AND TEACHER

Note: The following references may enrich the unit. The teacher will use her discretion as to their use.

##### Reading and Literature

*Bobby and Betty with the Workers*, by Katharine E. Dopp. Rand McNally & Company.

*Dot and David*, by Mabel H. Johnson. American Book Company.

"The Old Shoemaker."

"The Monkey Bank."

"Peanuts."

"Fire."

"The Fireman."

"The Policeman's Horse."

"The Market."

"A Visit to Father's Store."

*Habits for Safety*, by Harry W. Gentles and George H. Betts. The Bobbs-Merrill Company.

*Learn to Study Readers*. Book Three. Ginn and Company.

"The Thermometer."

"The Telephone Book."

"The Newspaper."

*Safety First for Little Folks*, by Lillian M. Waldo.  
Charles Scribner's Sons.

"The Big Black Mud Puddle."

"On the Road to Careful Town."

"The Crippled Army."

"The Department of Street Cleaners of Careful Town."

"The Fire Department."

"The Police Department."

"Examinations."

*The Outdoor World*. Nature Activity Readers, Book III. Little, Brown & Company.

*Workers*, by Laura Zirbes and Marian Wesley. Keystone View Company.

"Everybody at Work."

"The Grocery Store."

"Fathers."

"Groceries."

"Builders."

"Bread."

"Surprises."

"Making Plans."

"Other Builders."

"The Play City."

"Mills and Factories."

"The Post Office."

"Warm Clothes."

"Trains and Ships."

"Shoes."

#### Poems and Verses

*A Child's Garden of Verses*, by Robert Louis Stevenson.

"The Wind."

"From a Railway Carriage."

"My Shadow."

"Autumn Fires."

*Better Living for Little Americans*, by Edith W. Lawson. Beckley-Cardy Company.

"Sing a Song of Seasons."

*For Days and Days*, by Annette Wynne. Frederick A. Stokes Company.

"The Traffic Man."

*In the Nursery.* "My Book House." The Book House for Children.

"City Smoke."

*Peacock Pie*, by Walter de la Mare. Henry Holt & Company.

"The Barbers."

*Sing Song*, by Christina G. Rossetti. The Macmillan Company.

"The Summer Nights Are Short."

"O Wind, Why Do You Never Rest?"

## Music

Note: All songs are to be used as rote songs.

*First Book of Songs.* American Book Company.

"The Weather Vane."

"Song of the Seasons."

*The Music Hour.* First Book. Silver, Burdett & Co.

"The Balloon Man."

"Scissors Grinder."

"The Firemen."

"The Organ Man."

*The Music Hour.* Second Book. Silver, Burdett & Co.

"The Bake Shop."

"The Carpenter Shop."

"Signs of the Weather."

"The Motor Car Ride."

"The Factory."

"The Fruit Seller."

*Second Book of Songs.* American Book Company.

"The Shoemaker."

"The Railroad Train."

*Songs of Childhood.* Ginn & Company

“The Organ Man.”

“Blow, Wind, Blow.”

“September.”

“The Ragman.”

“The Baker.”

“The Winds.”

“The Fire Engine.”

*The Progressive Music Series.* Book One. Silver, Burdett & Co.

“Street Music.”

“The Thunder.”

## NOTES

## LIVING IN ANOTHER LAND

## LIVING IN CHINA

How the Chinese Look  
Where They Live  
What They Eat  
What They Wear  
How They Play  
The Work They Do  
How They Travel  
Some of Their Customs

## TEACHING OBJECTIVE

To learn about the people of China in order to develop a friendly and sympathetic attitude toward people of other lands.

This unit shows the teacher some of the possibilities of the study of child life in other lands. The teacher may wish to undertake other units of similar content. Care should be taken that units selected are not the types suggested for the Social Sciences of Grade Four. This unit offers opportunity for the use of the globe in locating China.

## SUGGESTED APPROACHES

The teacher and pupils may prepare a list of questions that they would like answered about China.

The teacher may find suggestive material in *China*, by Burton Holmes and Eunice Tietjens. She may use this material for story-telling.

## SUGGESTED ACTIVITIES TO BRING ABOUT DESIRABLE CHANGES IN HABITS OF THOUGHT, ATTITUDE, AND CONDUCT

The following activities show the influence of Social Science upon other subjects of the Curriculum. The individual differences among the members of the class and the variety of needs make it advantageous to correlate other subjects with Social Science. In making correlations, the teacher will observe that the activities listed do not rep-

resent the entire fields of the other subjects. The teacher, therefore, will determine the extent of correlation consistent with the time allotment and child needs.

### HOW THE CHINESE LOOK

Discussing the appearance of the Chinese: slant eyes; straight coarse black hair; yellow or brown complexion.

Dressing dolls to represent Chinese boys and girls. For suggestions see *Around the World with the Children*, by Frank G. Carpenter.

### WHERE THEY LIVE

Locating China on a globe.

Reading about the houses of the Chinese.

Making a Chinese house. Measuring in building the house.

Learning why many of the Chinese live in boats.

Discussing other countries you know about. Comparing them with China.

Making illustrated booklets of Chinese houses and our houses, Chinese children and American children, Chinese ways of travel and our ways. Pictures may be cut from magazines or the children may make their own illustrations.

Planning and making a Chinese garden.

### WHAT THEY EAT

Listening to accounts of what the Chinese eat.

Making lists of their foods.

Reading and telling about unusual dishes, such as bird's nest soup, buried eggs, and so forth.

### WHAT THEY WEAR

After reading or listening to accounts read by the teacher discuss the following:

Gowns of men and women.

Children's clothes of gay colors and patterns.

Summer and winter clothing.

Note on Art and Construction: This unit furnishes opportunities for the child to use his artistic and creative powers.

Making simple costumes, coolie coats and hats, mandarins.

### HOW THEY PLAY

Reading about the games of the Chinese, such as dominoes, cricket-fighting, rhyme and singing games, flying kites.

Pantomiming games and customs of the Chinese.

Listening to accounts of Chinese festivals. Suggestion: *Around the World with the Children*, by Frank G. Carpenter.

Singing "Wing Foo," by Alys Bently. *The Song Primer*. Allyn & Bacon.

### THE WORK THEY DO

Group discussions, after reading and looking at pictures, to determine how the Chinese make a living.

Making lists of ways in which the Chinese make a living. Suggestions: raising silkworms; planting and cultivating rice and tea; raising fruits, vegetables, grains; making chinaware; carving ivory; work of coolies; jinrikisha runners.

Making kites, fans, chopsticks, rice bowls, scrolls, carvings. Reading to find where silk comes from.

Securing and caring for silkworms. (See Science and Nature Study Course of Study for Grade Two.)

Making lists of things that China sends to America.

### HOW THEY TRAVEL

Making a frieze showing travel in China. Suggestions: chairs; wheelbarrows; jinrikishas; automobiles; railroads; houseboats; street cars; motorcycles; airplanes; animals—donkey, camel, horse.

## SOME OF THEIR CUSTOMS

Reading or listening to accounts about Chinese customs, such as, wearing queues; binding feet; keeping hats on; greeting by shaking one's own hands; using chopsticks; wearing long fingernails, and so forth.

Planning and making a Chinese museum collection. Suggestions: costumes, materials, embroideries, pottery, chopsticks, lanterns, carvings, kites.

Planning and giving an assembly program about China. Suggestions:

A Chinese House.

What the Chinese Eat.

How the Children Play.

How the Chinese Get from Place to Place.

Chinese Schools.

Listening to stories told by a person who has visited China.

Answering the questions through reading and other activities that the class prepared as an approach to the unit.

## DESIRABLE ATTAINMENTS

Understanding how the Chinese live.

Appreciation of the customs of the Chinese.

Interest in, and friendliness toward, the Chinese.

Knowledge and interest in the children of China.

Increasing ability to contrast the ways of living of the Chinese with our ways of living.

## SUGGESTED MATERIALS FOR PUPILS AND TEACHER

## Reading and Literature

*Around the World with the Children*, by Frank G. Carpenter. American Book Company.

*A Chinese Wonder Book*, by Norman Hinsdale Pitman. J. M. Dent & Sons.

*Big People and Little People of Other Lands*, by Edward R. Shaw. American Book Company.

*Child Life in Other Lands*, by H. Avis Perdue. Rand McNally & Company.

"Yuan and Su."

*Chinese Fairy Tales*, by Norman Hinsdale Pitman. F. Harrap & Co.

*Ching-Li and the Dragons*, by Alice W. Howard. The Macmillan Company.

*Chopsticks*, by F. Codrington. The Macmillan Company.

*Geography for Beginners*, Book Two, by Edith P. Shepherd. Rand McNally & Company.

"Ships from China."

"Silk and Tea from China."

*How Other People Travel*, by Edia A. Headley. Rand McNally & Company.

"Traveling in China."

*How the World Is Clothed*, by Frank G. and Frances Carpenter. American Book Company.

*Little Pear*, by Eleanor Frances Lattimore. Harcourt, Brace and Company.

*Little World Children*, by Elizabeth E. Scantlebury. Ginn and Company.

*Shen of the Sea*, by Arthur B. Chrisman. E. P. Dutton & Co., Inc.

*The Chinese Boy and Girl*, by Isaac T. Headland. Fleming H. Revell Company.

*The Clothes We Wear*, by Frank G. and Frances Carpenter. American Book Company.

*The Rabbit Lantern*, by Dorothy Rowe. The Macmillan Company.

*The Moon's Birthday*, by Dorothy Rowe. The Macmillan Company.

*The Work-Play Books.* Make and Make-Believe. The Macmillan Company.

"Travel."

"Tiny Ring and the Very Black Kitty."

*Traveling Shops,* Stories of Chinese Children, by Dorothy Rowe. The Macmillan Company.

#### Poems

*In the Nursery.* "My Book House." The Book House for Children.

"The Boy Who Wanted the Impossible."

"Chinese Nursery Rhyme."

*Up One Flight of Stairs.* "My Book House." The Book House for Children.

"The Girl Who Used Her Wits."

#### References for Teachers

*China,* by Eunice Tietjens and Burton Holmes. Chicago: Wheeler Publishing Company, 1930.

*China,* by H. A. Franck. Chicago: F. A. Owen Publishing Co., 1927.

*Chinese Fables and Folk Stories,* by Mary H. Davis and Chow Leung. Chicago: American Book Company, 1908.

*In China,* by Abel Bonard. New York: E. P. Dutton & Co., Inc., 1927.

"*Life Afloat in China,*" by R. E. Fitch. National Geographic Magazine. 51:665, June, 1927.

#### Music

Dance of the Chinese Dolls. Victor Record, No. 22163.

Cradle Songs of Many Nations. Victor Record, No. 20395.

#### Visual Aids

Bureau of Visual Instruction, Board of Education. Chicago.

Life in China (Rural).

Secure slides and stereographs selected for Grade Three, "Living in China," which are in the school.

## ANNIVERSARIES AND HOLIDAYS

Hallowe'en  
Thanksgiving  
Christmas  
Lincoln's Birthday  
Valentine's Day  
Washington's Birthday

## TEACHING OBJECTIVES

## Hallowe'en

To stimulate a spirit of play consistent with the rights of others in the community.

## Thanksgiving

To develop an understanding of, and participation in, the celebration of the day.

To develop a feeling of thankfulness and appreciation for the pleasures and comforts of home and community.

## Christmas

To develop the idea of Christmas as a time to remember others: parents, brothers and sisters, the less fortunate.

To develop a joyous, happy Christmas spirit.

## Valentine's Day

To develop thoughtfulness for others.

## Lincoln's and Washington's Birthday

To develop understandings of why the nation loves and honors Lincoln and Washington.

## SUGGESTED ACTIVITIES

## Hallowe'en

Making jack-o'-lanterns, masks, pumpkin cut-out borders, caps.

Collecting and displaying Hallowe'en pictures.

Planning and having a progressive party for kindergarten and grades one, two, and three.

Writing invitations to the Hallowe'en party.

Discussing how to have fun on Hallowe'en without injuring persons or property.

### Thanksgiving

Reading appropriate stories and poems.

Dramatizing the First Thanksgiving.

Listening to radio stories and talks about Pilgrims.

Making a frieze of Pilgrim and Indian life.

Preparing Thanksgiving baskets.

Bringing money for the School Children's Aid Society.

Sending class letters to absent pupils, telling of Thanksgiving preparations.

### Christmas

Writing letters to Santa Claus.

Dressing dolls for hospitals, for orphan asylums.

Planning surprises and making gifts for members of the family.

Making cards and booklets.

Making silhouettes of pupils as gifts for parents.

Filling Christmas baskets.

Reading about Christmas in other lands.

Dramatizing Christmas in other lands.

Singing Christmas carols.

### Valentine's Day

Reading and listening to stories about Valentine's Day.

Making lists of persons to remember on Valentine's Day.

Making valentines.

Remembering shut-ins, orphans, and the aged with valentines.

Planning and giving a party for others.

### Lincoln's Birthday

Discussing who Lincoln was and why the nation honors and loves him.

Telling stories of Lincoln's boyhood and youth, emphasizing his acts of patience, honesty, and kindness.

Making badges with Lincoln's picture.

Making Lincoln booklets.

Writing about Lincoln.

Constructing and furnishing a log cabin.

Participating in a Lincoln program.

### Washington's Birthday

Discussing who Washington was and why the nation honors and loves him.

Listening to stories about Washington's boyhood.

Collecting pictures showing life in Washington's time.

Making hats, sashes, and badges for a parade in the school or on the school grounds.

Making posters and booklets.

Making costumes for dramatizations.

Making and decorating colonial homes.

Dressing dolls in colonial costumes.

Learning the meaning of the colors of the flag.

Learning the meaning of the stars and the stripes.

Learning the correct use of the flag.

Listening to the minuet.

### SUGGESTED MATERIALS FOR PUPILS AND TEACHER

Note: The following stories, poems, and songs offer suggestions for the celebration of anniversaries and holidays. The teacher should consult, also, the Supplementary Book List, the materials that may be secured at the Teachers' Room, Chicago Public Library, as well as the Anniversary and Holiday Reference List accompanying this course of study.

## Hallowe'en

## Stories

*Child-Story Readers.* Third Reader. Lyons & Carnahan.

"The Woodman and the Brownies."

*In the Nursery.* "My Book House." The Book House for Children.

"The Quick Running Squash."

"A Hallowe'en Story."

*Tea Time Tales*, by Rose Fyleman. Doubleday, Doran & Company.

"The House That Grew Up."

*Why We Celebrate Our Holidays*, by Mary I. Curtis. Lyons & Carnahan.

"Hallowe'en."

## Poems

*For Days and Days*, by Annette Wynne. Frederick A. Stokes Company.

"October."

*The Poetry Book Two.* Rand McNally & Company.

"A Hallowe'en Meeting."

*The Poetry Book Three.* Rand McNally & Company.

"Autumn Fires."

## Songs

*A Child's Book of Songs.* American Book Company.

"The Dancing Elves."

*The Music Hour.* Second Book. Silver, Burdett & Co.

"Hallowe'en."

## Thanksgiving

## Stories

*Elson Basic Readers.* Book Three. Scott, Foresman & Co.

"The Thanksgiving Loaves."

*The Lincoln Readers.* Third Reader. Laurel Book Co.

"Our Pilgrim Fathers."

*Child Library Readers.* Book Three. Scott, Foresman & Co.  
"A True Thanksgiving Story."

*Stone's Silent Reading.* Book Three. Houghton Mifflin Company.

"The Thanksgiving Visit."

*Work-Play Books.* Make and Make-Believe. The Macmillan Company.

"Building New Homes."

*The Children's Own Readers.* Book Three. Ginn and Company.

"The Bill of Fare."

### Poems

*For Days and Days,* by Annette Wynne. Frederick A. Stokes Company.

"The Pilgrims Came."

*Highdays and Holidays,* by Florence Adams and Elizabeth McCarrick. E. P. Dutton & Co., Inc.

"We Thank Thee."

*The Poetry Book Three.* Rand McNally & Company.

"Thanksgiving Day."

*Storyland.* Book Three. Newson & Company.

"Thanksgiving Day."

*Book Friends.* Book Four. Newson & Company.

"A Good Thanksgiving."

*Studies in Reading.* The University Publishing Company.

"A Thanksgiving Song."

### Songs

*The Progressive Music Series.* Book One. Silver, Burdett & Co.

"Thanksgiving Day."

"Song of Praise."

*Songs for Little Children.* Board of Education, Chicago.

"Thanksgiving Hymn."

*The Music Hour.* Second Book. Silver, Burdett & Co.  
"Harvest Song."  
"Thanksgiving Day."

## Christmas

### Stories

*Citizenship Readers.* School Days. J. B. Lippincott Company.

"The Chinese Children."

"The Christmas Party."

*Storyland.* Book Three. Newson & Company.

"Christmas in Other Lands."

"A Dutch Christmas Story."

*Child-Story Readers.* Second Reader. Lyons & Carnahan.

"Saint Nicholas."

*The Smedley and Olsen New Third Reader.* Hall and McCreary.

"The Holly."

*The Lincoln Readers.* Book Three. Laurel Book Co.

"Christmas Among the Eskimos."

### Poems

*For Days and Days,* by Annette Wynne. Frederick A. Stokes Company.

"The Fir Tree."

*Highdays and Holidays,* by Florence Adams and Elizabeth McCarrick. E. P. Dutton & Co., Inc.

"If I Were Santa's Little Boy."

*The Poetry Book Three.* Rand McNally & Company.

"Christmas."

### Songs

*First Book of Songs.* American Book Company.

"Christmas."

*The Progressive Music Series.* Book One. Silver, Burdett & Co.

“O Christmas Tree.”

“On Christmas Day in the Morning.”

*Second Book of Songs.* American Book Company.

“A Christmas Carol.”

*Songs for Little Children.* Board of Education, Chicago.

“The Christmas Tree.”

“O Little Town of Bethlehem.”

## Valentine's Day

### Stories

*Elson Basic Readers.* Book Three. Scott, Foresman & Co.

“The Valentine's Journey.”

*Happy Holidays,* by Frances G. Wickes. Rand McNally & Company.

“Where Valentine Hid.”

“Big Brother's Valentine.”

*When Molly Was Six,* by Elizabeth Orne White. Houghton Mifflin Company.

“A Sunday Valentine.”

### Poems

*Highdays and Holidays,* by Florence Adams and Elizabeth McCarrick. E. P. Dutton & Co., Inc.

“A Valentine.”

### Songs

*First Book of Songs.* American Book Company.

“My Valentine.”

“The Tiny Little Wood.”

*Songs for Little Children.* Board of Education, Chicago.

“Birdies' Valentine.”

*The Music Hour.* Second Book. Silver, Burdett & Co.

“Valentine Song.”

“A Valentine for Mother.”

## Lincoln's Birthday

## Stories

*Child-Story Readers.* Third Reader. Lyons & Carnahan.  
"Abraham Lincoln."

*Happy Holidays*, by Frances G. Wickes. Rand McNally  
& Company.

"Lincoln's Kindness to Animals."

"A Little Lad of Long Ago."

"Lincoln and the Woodchopper."

## Poems

*For Days and Days*, by Annette Wynne. Frederick A.  
Stokes Company.

"Lincoln."

*Literature for Reading and Memorization.* Book Three.  
Iroquois Publishing Co.

"Love of Country."

"Song of Our Land."

## Washington's Birthday

## Stories

*The New Winston Third Reader.* The John C. Winston  
Company.

"Making the Flag."

*Up One Pair of Stairs.* "My Book House." The Book  
House for Children.

"Betsy Ross and the First American Flag."

*Thought Test Readers.* Third Grade. The University Pub-  
lishing Company.

"The Father of Our Country."

## Poems

*For Days and Days*, by Annette Wynne. Frederick A.  
Stokes Company.

"Washington."

"It Must Have Been Quite Queer."

"Books Never Tell."

*The Poetry Book Three.* Rand McNally & Company.

“Flag Song.”

“The Flag Goes By.”

*Citizenship Readers.* School Days. J. B. Lippincott Company.

“The Dearest Land.”

*Happy Holidays,* by Frances G. Wickes. Rand McNally & Company.

“A Song for Our Flag.”

“For Washington’s Birthday.”

*Holidays and Holidays,* by Florence Adams and Elizabeth McCarrick. E. P. Dutton & Co., Inc.

“Like Washington.”

### Songs

*A Child’s Book of Songs.* American Book Company.

“Land of Freedom.”

“America.”

*First Book of Songs.* American Book Company.

“A Soldier True.”

*The Progressive Music Series.* Book One. Silver, Burdett & Co.

“Flag Song.”

*The Music Hour.* First Book. Silver, Burdett & Co.

“George Washington.”



SOCIAL SCIENCE GRADES ONE, TWO, THREE  
ADDITIONAL UNITS

## GRADE ONE

The Market  
The Filling Station  
The Flower Shop

## GRADE TWO

The Fire Station  
The Department Store  
The Dairy

## GRADE THREE

Dolls  
Boats  
Living in Other Lands. Suggestions:  
    Sweden  
    Italy

Note: The nationalities represented in the class may determine the foreign child life the children would like to study.

Living in Primitive Times  
    Primitive Herdsmen  
    Primitive Farmers

## ANNIVERSARY AND HOLIDAY REFERENCE LIST

ADAMS, FLORENCE, and McCARRICK, E. *Highdays and Holidays*. New York: E. P. Dutton & Co., 1927.

CURTIS, MARY I. *Why We Celebrate Our Holidays*. Chicago: Lyons & Carnahan, 1924.

McSPADDEN, J. W. *The Book of Holidays*. New York: Thomas Y. Crowell Company, 1917.

OLCOTT, FRANCES J. *Good Stories for Great Holidays*. Chicago: Houghton Mifflin Company, 1922.

STORM, GRACE E. *The Social Studies in the Primary Grades*. Chicago: Lyons & Carnahan, 1931, pp. 560-92.

WICKES, F. G. *Happy Holidays*. Chicago: Rand McNally & Company, 1921.

## LIST OF PUBLISHERS

- Allyn & Bacon, 2231 South Parkway, Chicago.  
American Book Company, 330 E. 22nd Street, Chicago.  
D. Appleton and Company, New York.
- Beckley-Cardy Company, 17 E. 23rd Street, Chicago.  
The Bobbs-Merrill Company, Indianapolis, Ind.  
The Book House for Children, 360 N. Michigan Avenue, Chicago.
- The Classroom Teacher, Inc., Chicago.  
Thomas Y. Crowell Company, New York.
- Doubleday, Doran & Company, Garden City, N. Y.  
E. P. Dutton & Co., Inc., New York.  
J. M. Dent & Sons, London and Toronto.
- Farrar and Rinehart, Inc., New York.  
Farquhar and Albright Co., 629 S. Wabash Avenue, Chicago.
- Gazette Press, Yonkers, N. Y.  
Ginn and Company, 2301 Prairie Avenue, Chicago.
- Hall and McCreary, 434 S. Wabash Avenue, Chicago.  
Harcourt, Brace and Company, 161 E. Erie Street, Chicago.  
F. Harrap & Co., London.  
Harper & Brothers, New York.  
D. C. Heath & Co., 1815 Prairie Avenue, Chicago.  
Henry Holt & Company, 2626 Prairie Avenue, Chicago.  
Houghton Mifflin Company, 2500 Prairie Avenue, Chicago.
- Iroquois Publishing Co., 130 N. Wells Street, Chicago.
- The Junior Literary Guild, New York.
- Keystone View Company, Meadville, Pa.
- Laidlaw Brothers, Inc., 320 E. 21st Street, Chicago.  
Laurel Book Co., 325 S. Market Street, Chicago.  
J. B. Lippincott Company, 1257 S. Wabash Avenue, Chicago.  
Little, Brown & Company, 221 E. Cullerton Avenue, Chicago.  
Longmans, Green and Co., 221 E. 20th Street, Chicago.  
Lyons & Carnahan, 221 E. Cullerton Avenue, Chicago.

The Macmillan Company, 2457 Prairie Avenue, Chicago.  
Mentzer, Bush & Co., 2210 South Parkway, Chicago.  
Charles E. Merrill Company, 323-325 E. 23rd Street, Chicago.  
Minton, Balch & Company, New York.

Newson & Company, 2500 Prairie Avenue, Chicago.  
Noble & Noble (Ed. Publishers), New York.

F. A. Owen Publishing Co., 75 E. Wacker Drive, Chicago.

G. P. Putnam's Sons, New York.

Rand McNally & Company, 538 S. Clark Street, Chicago.  
Fleming H. Revell Company, 17 N. Wabash Avenue, Chicago.

Scott, Foresman & Co., 623 S. Wabash Avenue, Chicago.  
Charles Scribner's Sons, 320 E. 21st Street, Chicago.  
Silver, Burdett & Co., 221 E. Cullerton Avenue, Chicago.  
Frederick A. Stokes Company, New York.

Teachers College, Columbia University, New York.

United States Office of Education, Washington, D. C.  
The University Publishing Company, 2126 Prairie Avenue, Chicago.

Victor Talking Machine Co., Camden, N. J.  
P. F. Volland Company, Joliet, Ill.

Frederick A. Warne & Co., Ltd., New York.  
Wheeler Publishing Company, 2831 South Parkway, Chicago.  
The John C. Winston Company, 629 S. Wabash Avenue, Chicago.  
World Book Company, 2126 Prairie Avenue, Chicago.

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